The Organizational Communication Climate Human Relations Based in Facing the Industry 4.0

Dudung Juhana[1], Kadir[2]
Sekolah Tinggi Ilmu Ekonomi Pasundan, Bandung[1,2]
E-mail: dudung@stiepas.ac.id[1], kadir@stiepas.ac.id[2]

ABSTRACT

The development of information technology in Industry 4.0 has an impact on changes in organizational climate. This change in organizational climate causes changes in the interaction patterns of organizational members. This study aims to determine how the image of organizational communication climate after changes in Tendik's career patterns for the human relations approach. The survey method was conducted by involving 325 respondents for 3 (three) months. The results of the analysis show that the organizational communication climate is still below positive, meaning that education personnel generally have a perception that is above neutral towards the communication climate that develops in the organization. Managerial implications need interaction intensity, which will further encourage leadership to appreciate the achievement of work targets achieved by subordinates to motivate employees to improve competence further and provide excellent performance.

Keywords: organizational climate, human relations.

INTRODUCTION

The increasing development of information and communication technology in the industrial era 4.0 has impacted the level of interaction and connection in various sectors of life. Changes that occur quickly should be accompanied by the ability to respond quickly and precisely to anticipate increasingly severe challenges in an organization. Human resources (HR) are becoming increasingly central in supporting organizations to achieve predetermined goals. Meanwhile, the organization itself challenges to be able to prepare qualified and competent human resources. HR must continue to be motivated so that they have a strong desire to continue to develop themselves, which leads to organizational development. (Suryadana & Sidharta, 2019)

In the industrial era, 4.0, various digital systems, artificial intelligence, and virtual

technology have brought digital on working life to be inevitable, even becoming crucial for every organization. HR is required to have the ability to adapt to technology. (Srivastava & Agarwal, 2012). In response to this, speed in adapting to each change is the key to success in surviving challenges and competition and achieving organizational goals. One form of speed in adapting is to prepare and strengthen competences in technology and human resources. (Parry & Strohmeier, 2014) Technological competence includes the ability to understand the technological systems applied in the organization to make work systems more effective and efficient. (Bondarouk & Brewster, 2016) Meanwhile, human resources' competence includes the ability to communicate vertically, horizontally, and diagonally so that HR can interact well and deliver output in useful ways. (Vanhala & Ritala, 2016)

Human resources' ability to adapt to various changes that occur within and outside the organization is often associated with increasing the competence of human resources possessed by the organization. Human resources with competence and qualifications believe to be better able to carry out their work better and make a positive contribution to organizational development. (Audenaert, Vanderstraeten, Buyens & Desmidt, 2014) This climate is inseparable from the concept of continuous improvement so that human resources are not quickly satisfied with their competencies. Organizations must be able to motivate their human resources to become long-life learners to develop their various abilities.

As for what is still an obstacle in human resources, competence is the communication climate of an organization that does not provide much room for self-development and tends to make HR trapped in rigid and hierarchical work routines. Meanwhile, a supportive organizational communication climate is one essential aspect as a lever to boost employee motivation in increasing their competence. Gibbs (Liliweri, 2014) states that a supportive climate is a climate that encourages subordinates. A climate that survives describes how individuals must guard and react with the full struggle to various organizational challenges.

A human relations-based approach believes to be able to form an understanding of the communication climate that is capable of producing better HR management practices. These conditions are because human relations focus on interactions between members of the organization at various levels that can influence the activities, steps, quality, and work patterns of HR in an organization. Interaction enables effective communication to enable good cooperation and coordination within an organization. The importance of interaction in an organization stated by Morissan (2009: 25), which states view of communication science, organizations exist since there is a particular interaction or communication among people, which indicates that they are in an organization.

Even though digital life has entered the organization, it is essential to remain focused that HR is a whole human being who requires a humanist approach in its development. Through the human relations approach, organizational communication research increasingly realizes that individual employees in organizations are human beings who actively participate in their social settings, even in bureaucratic organizations, and not merely as passive recipients of the information subject to all regulations and powers. Human relations emphasizes the interaction between groups in carrying out tasks, and social climate as a factor to encourage work performance (Liliweri, 2014).

Some HR problems in an organization are overstaffing (quantity excess) and understaff (lack of quality/competence). It is necessary to increase competency-based abilities. There is a need for a work system transformation that can change the way HR views a more transparent and patterned career concept to generate motivation for human resources to continue making continuous improvement. Therefore, the research object of one of the universities in Bandung needs to respond to this industrial era 4.0 by preparing its human resources with better competency provision. One of them realizes through structuring the Functional Position (JF) career pattern, which is a group of positions containing functions and tasks based on expertise and competence.

JF's career pattern expects to accelerate the improvement competence to respond more quickly and better to all technological and communication developments brought by the industrial era 4.0. good cooperation from all university components is needed, namely the leadership and all employees in the University environment. It should realize that education personnel can optimally and continuously develop their competences only if a positive organizational communication climate supports them. Education personnel will be more motivated if the work atmosphere felt comfortable with a climate that is open enough to interact among all levels of members of the organization.

Currently, the University is directing all its aspects in mapping the JF career patterns simultaneously. Where changes in career patterns have an impact on several things, including leadership structure, atmosphere, and work patterns, which of course, have an impact on communication patterns so that it leads to changes in the organizational communication climate, this condition is following what is expressed by Pace and Faules (2006: 156) which states that changes in the work system or organization can have a positive effect on the perception of the communication climate in an organization.

Based on the explanation above, the authors are interested in further researching how the image of the organizational communication climate after changes in Tendik's career patterns from the human relations approach. This study aims to determine whether the organizational climate that develops after implementing the JF career pattern can support the improvement of the competence of education personnel in facing the industrial era 4.0. It hopes that the usefulness of the results of this research is not only academic research but also able to provide input in building a positive organizational communication climate that supports the development of the competence of educational staff at universities.

RESEARCH METHODS

This research uses a quantitative approach that refers to a positivistic paradigm that examines phenomena empirically and measurably. Quantitative research is a research approach that uses systematic observation to examine human behavior and draw conclusions based on observations (Rakhmat & Ibrahim, 2016: 44). The method used is descriptive quantitative. The selection of this method is motivated by the objective of the research to describe the organizational communication climate from the human relations approach.

The research was conducted at a university in the city of Bandung over four months involving 325 respondents who were educational staff in various work units within the university. The data collection technique was carried out by

distributing questionnaires, whose statement items were arranged based on a semantic differential scale. Furthermore, data analysis is carried out statistically to produce data in the form of numbers, which are then interpreted into information to describe the organizational communication climate at the university for the human relations approach.

RESULTS AND DISCUSSION

The industrial era 4.0 not only has an impact on profit organizations but also affects the existence of non-profit organizations that are required to be more responsive to the rapid changes that occur, especially in the field of communication technology. The management responds to this situation, and the management is trying to continue to improve performance, one of which is increasing the competence of human resources in it. Specifically, for Educational Personnel, establishes a functional career position pattern, in which it directs the Tendik to have particular expertise in carrying out its duties, principal, and functions. Organizational communication climate based on human relations can stimulate employee motivation to continue developing increased competence.

Identify the organizational communication climate; theoretical dimensions needed. Previous studies using the Communication Climate Inventory (IIK) developed by Pace and Peterson in Pace and Faules (2006: 159-160) consisted of trust, joint decision making, honesty, openness in downward communication, listening in upward communication. , and attention to high-performance goals. The number of statement items to measure each dimension can see in the following table:

Table 1. Number of Statement Items for Dimensions in Organizational Communication Climate

Dimensions	Item
Trust	18
Joint Decision Making	10
Honesty	6
Openness in Downward Communication	8
Listening in Upward Communication	6
Attention to High Performing Goals	8
total	56

The value of the statement is given from the numbers 1 to. 5, and for quantitative analysis, the answer means that the respondent assesses with the number 5, which means that the respondent's perception of the statement item is positive. In contrast, if the answer is number 3, it means neutral. If the respondent gives the answer to number 1, then the perception respondents to statement items are very negative (Sugiyono, 2020: 158).

Table 2. Dimensions of Trust

The Mean Value of the Trust Dimension	Combined Trust Climate Values	Highest Statement Value	Lowest Statement Value
883.5	3.67	1283	1006

The value of the combined trust dimension of 3.67 in a scale range of 1-5 means that, in general, education personnel has a positive approach in the dimension of trust. In this case, personnel at all levels in the organization considered to strive to develop and maintain relationships form of trust, belief, and credibility of personnel at all levels in the organization supported by statements and actions (Pace and Faules, 2006: 159).

Trust in the statement includes subordinates' work reports, leadership work directions, and work suggestions among

colleagues. Meanwhile, trust in action includes subordinates' work steps, assignment of tasks from the leadership, and the implementation of work duties of each employee. Confidence in the statement includes subordinates' work reports taken into consideration in leadership decisions, implementation of employee duties based on leadership directions, and implementing work suggestions from colleagues. Meanwhile, the credibility in the statement includes the competence of the leader in providing work directions, the competence of subordinates in compiling work reports, and the competence of colleagues in providing work suggestions. Credibility regarding actions includes deadlines for completing work tasks from the leadership, timeliness of submission of work assignments from subordinates, and cooperation between employees in completing work tasks.

The highest statement value in the dimension of trust illustrates that education personnel has a near positive perception that the head of the work unit trusts the work report he delivers. Meanwhile, the lowest statement value illustrates that education personnel tends to feel that there is still a lack of appreciation from work unit leaders to achieve the work targets they have achieved.

Table 3. Dimensions of Joint Decision Making

Average Value of Collective Decision Making Dimensions	Value of the Dimensions of Joint Joint Decision Making	Highest Statement Value	Lowest Statement Value
795,2	3,32	1207	952

The value of the combined joint decision-making dimension of 3.32 in a scale range of 1-5 means that, in general, education personnel has a perception that is slightly above neutral in the dimensions of joint decision making. In this case,

personnel at all levels have sufficient opportunities for communication and consultation with their leaders, so that they have a role in the decision-making process and goal setting (Pace and Faules, 2006: 159).

Communication opportunities in the decision-making process include the intensity of meetings between employees and leaders, the intensity of employee discussions about work problems, and the leadership's acceptance of employee input, taken into consideration in decision making. Meanwhile, opportunities to communicate in determining work unit objectives include the intensity of internal meetings, employee participation in these meetings, and gathering of employee aspirations by the leadership as the basis for determining work targets. Meanwhile, the opportunity to consult in the decision-making process includes the leadership's acceptance for solutions to work problems from employees and the intensity of employees in consulting related work problems to the leadership. Meanwhile, opportunities for consultation in setting goals include employee knowledge and understanding of the work unit's goals, and opportunities to provide insights into setting work targets.

The highest statement value in the dimension of joint decision making illustrates the high level of educational staff attendance in internal meetings held by work units. Meanwhile, the lowest value illustrates the lack of positive work unit leaders' lack of positive perceptions in asking for advice from educational personnel as a consideration in determining work targets.

Table 4. Dimensions of Honesty

Average Value of Honesty Dimension	Value of the Combined Honesty Dimension	Highest Statement Value	Lowest Statement Value
873,33	3.64	1309	1034

The value of the combined honesty dimension of 3.64 in a scale range of 1-5 means that in general, the staff has a reasonably positive perception in the dimension of honesty. In this case, there is a general atmosphere filled with honesty in coloring the relationships in the organization. Employees can say what is on their mind (Pace and Faules, 2006: 159-160).

Honesty includes the relationship between leaders and subordinates, where leaders are transparent in providing performance appraisals, and employees provide work reports according to actual work results. Honesty in peer-to-peer relationships characterized by the sincerity in problems relating to work assignments and problems outside of work, as well as the ability to express opinions to leaders and colleagues.

The highest statement value in the dimension of honesty illustrates that educational personnel provides work reports to the Head of the work unit following the work achieved. Meanwhile, the lowest score illustrates that there is a lack of openness among employees regarding work problems.

Table 5. Dimensions of Openness in Downward Communication

Average Value of the Dimension of Openness in Downward Communication	The Value of the Openness Dimension in Downward Combined Communication	Highest Statement Value	Lowest Statement Value
832.255	3.49	1223	1089

The value of Openness Climate in downward communication is 3.49 on a scale of 1-5, which means that in general, education personnel has a reasonably positive perception in the dimension of openness in downward communication. In this case, it is relatively easy for members of the organization to obtain information that is directly related to their current task, which affects their ability to coordinate their work with other people or divisions and has a deep relationship with their organization, leaders, and plans (Pace and Faules, 2006: 160).

The Dimension of Openness in Downward Communication includes the ease of obtaining information about work assignments. It characterizes by clear job descriptions and works directions from leaders to subordinates and information about work assignments that disseminate in easily accessible channels. Use of adequate information for coordination with colleagues and other departments. The usefulness of information so that employees are aware of the latest information on organizational developments, sufficient information to make work reports, and employee knowledge of the organization's vision and mission.

The highest statement value in the dimension of openness in downward communication illustrates that education personnel finds it relatively easy to obtain information related to work in work units. Meanwhile, the lowest score describes the education staff's lack of knowledge of the latest information regarding university developments.

Table 6. Dimensions of Listening in Upward Communication

The Value of Listening in Upward Communication	The Value of Listening in Upward Communication Combined	Highest Statement Value	Lowest Statement Value
823.67	3.45	1184	1089

The value of listening in upward communication is 3.45 in a scale range of 1-5, which means that education personnel generally have a perception that is above neutral in the dimension of listening in upward communication. In this case, personnel at every level of the organization listen to suggestions or problem

reports raised by employees continuously and with an open mind. Information from subordinates considers necessary to implement unless there are conflicting instructions (Pace and Faules, 2006: 160).

The dimensions of listening in upward communication include the ease in expressing opinions to the leader, the intensity of the leadership in requesting work reports from employees, the openness of the leadership to listen to employee suggestions on work problems, and respond positively to employee reports. The leadership also filters any information provided by employees, where the information is taken into consideration by the leadership.

The highest statement value in the dimension of listening in upward communication illustrates that the leadership of work units at the university is quite positive in responding to work reports from their subordinates. Meanwhile, the lowest statement value illustrates the tendency for work unit leaders to be less routine in requesting work reports.

Table 7. Dimensions of Attention to High-Performance Goals

The Value of Attention to High-Performance Goals	Value of Attention to Combined High-Performance Goals	Highest Statement Value	Lowest Statement Value
848,75	3.53	1214	1059

The value of the dimension of attention to high-performance goals of 3.48 in a scale range of 1-5 means that generally, education personnel have a reasonably positive perception of the dimension of attention to high-performance goals. In this case, personnel at all levels in the organization show a commitment to high-performance goals (high productivity, high

quality, and low cost) and great concern for other organizational members (Pace and Faules, 2006: 159-160).

Dimensions of attention to high-performance goals include setting realistic and measurable work targets from the leadership, and the existence of suggestions in the form of the best work methods from the leadership to the employees. Employees also carry out work directions accompanied by creativity and offer innovative ideas. Leaders pay attention in the form of appreciation for employee performance achievements and motivate in ways that are fun to employees. On the other hand, employees help each other achieve work targets and give each other advice on completing work tasks.

The highest statement value in the dimension of attention to high-performance goals illustrates that, in general, the education staff collaborates that is almost close to the right continuum in achieving predetermined work targets. Meanwhile, the lowest score illustrates that there is a tendency for work unit leaders to lack appreciation for their subordinates' efforts still even though they have achieved high performance.

Table 8. Composite Climate Value

Average value Composite Climate	Organizational Composite Climate Values
847,94	3.53

Of the six dimensions that exist in the organizational communication climate, the organizational climate composite value of 3.53 in a scale range of 1-5 means that in general education personnel has a perception that is above neutral which leads to positive organizational communication climate as measured by six dimensions which include trust, shared decision making, openness in downward communication, listening in upward communication, and attention to high-

performance goals. The dimension with the highest value is the dimension of trust, while the dimension with the lowest value is the dimension of joint decision making.

CONCLUSIONS

Based on the results and discussion above, from the human relations approach, it can be concluded that the organizational communication climate is still below favorable, meaning that education personnel generally have a neutral perception of the communication climate that develops in the organization. These perceptions have not reached favorable (right) continuum against the six dimensions of the communication climate, which, if ordered from highest to lowest value, namely trust, honesty, attention to high-performance goals, openness in downward communication, listening in upward communication, and joint decision making. The value of the organizational communication climate illustrates that the climate that develops after applying career patterns for functional positions. Can interpret as sufficiently supportive of providing space for education personnel to increase their competencies so that they support organizations to face various changes and challenges in the industrial era 4.0.

Following human relations theory, which focuses on interactions between organizational members to create a more positive communication climate, an intense interaction is needed. Encourage Leaders to give appreciation for the achievement of work targets achieved by subordinates to motivate employees to improve competence further and provide excellent performance. Work unit leaders should involve employees in decision making by asking for advice from educational personnel as a consideration in determining work targets. Furthermore, providing space for interaction

between colleagues by forming teamwork so that the frankness between fellow employees in work problems. It is also essential to provide education staff with the latest information about developments so that employee is motivated to realize its vision and mission.

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