

#### How to Cite

Faruq, U. ., Sujanto, B. ., & Abdullah, T. . (2020). The teamwork and motivational achievement's effect on the lecturer organization's commitment of UIN Sultan Syarif Kasim Riau. *International Journal of Social Sciences*, 3(1), 106-110. <https://doi.org/10.31295/ijss.v3n1.178>

# The Teamwork and Motivational Achievement's Effect on the Lecturer Organization's Commitment of Uin Sultan Syarif Kasim Riau

**Umar Faruq**

*Department of Educational Technology, Universitas Negeri Jakarta, Indonesia*

*Department of Islamic University Sultan Syarif Kasim Riau, Indonesia*

*Corresponding author email: [umarfaruq@gmail.com](mailto:umarfaruq@gmail.com)*

**Bedjo Sujanto**

*Department of Educational Technology, Universitas Negeri Jakarta, Indonesia*

**Thamrin Abdullah**

*Department of Educational Technology, Universitas Negeri Jakarta, Indonesia*

**Abstract**---This study aimed to find out the effect of teamwork and motivation achievement on the commitment of the lecturer organization of UIN Sultan Syarif Kasim Riau. This study used a survey method with a quantitative approach. The data analysis used path analysis to test the hypothesis. The population was all the lecturers in the Faculty of Tarbiyah and Education of UIN Syarif Kasim Riau. There were 180 lecturers taken randomly from the total number of 240 lecturers using the Slovin pattern were selected as the sample of the study. The data was collected through a questionnaire. The result of the study revealed that: (1) Teamwork was directly positively effective toward the lecturer organization's commitment; (2) Motivation Achievement was directly positively effective toward the lecturer organization's commitment. Therefore, it was concluded that teamwork and motivation achievement could enhance the commitment of the lecturer organization of UIN Sultan Syarif Kasim Riau. This study under the topic presented is firstly done by the researcher. The novelty of the study emerged in the motivation achievement variable in which it dominantly affected the lecturer organization's commitment.

**Keywords**---lecturer, motivation achievement, organization commitment, teamwork.

## Introduction

A strong organization requires human resources who is highly committed to the organization. To a higher education (university level) as a form of organization, its commitment is important to enhance the quality of the university itself, and as a form of loyalty toward the organization (Newstrom, 2014). Lecturers with a good Organization's Commitment are assumed to have a high involvement to implement the Tri Darma of higher education (BJ, 2014). Besides, a strong commitment is also assumed to encourage the lecturers to consistently present, loyal, active, involve, and stay in the university where they work (Ivancevich & Matteson, 1999; McShane & Glinow, 2017; Robbins *et al.*, 2012). Thus, it will easily and affect them to stay involved in enhancing the quality of their university. Lecturers are a teamwork unit meeting to discuss a vision and mission of the organization, and the principles of the operation and policies to ensure their understanding (Newstrom, 2014; Hutagaluh *et al.*, 2020; Hifza, 2020). All of the team members must have a common goal, and they must work hard to achieve such goals. Each individual in a team who does not work well, they will have a view goal in common, so that, team members will depend on each other. The team achievement will depend on the individual team performance, so, a high result of the dependence implies that the individual team depends on the other individual team for the reward to gain. Thus, the role of a team member is very necessary to help to enhance success and fluency.

Another personal factor that may affect organizational commitment is the motivation to have an achievement (Bryman, 2011). Motivation to have an achievement is the drive of a person to achieve a goal (Newstrom, 2014). A person who has a strong motivation to have achievement is commonly he has a will to be superior, successful work, work hard, well compete, does a good job, never gives up, creative and innovative (Chitale *et al.*, 2019; Porter & Lawler, 1968). Their motivation encourages them to do the job better so that they bear a good job result. If such motivation exists amid the lecturers, then, the organizational commitment will be high. Motivation is a synergy that encourages the sub-organizational commitment by giving the capability and skills to gain the organization's goals. The lecturers' capability will be useless if they work without having the high motivation to have achievement and gaining the optimal goals.

Even though it is currently realized that teamwork and motivation achievement is a crucial factor to enhance the organizational commitment, but, there are still a lot unimplied within the university levels, including the Islamic State University of Sultan Syarif Kasim Riau (UIN Suska Riau). The indications are; there are still a lot of concurrent duties and responsibilities of the lecturers so that they are not well done, the lack of ideas that are useful to develop the institution, the weakness of lecturers' cooperation, low motivation, and lack of efforts which lead to the development of the Institution.

Based on the real fact that the researchers found through the pre-observation in the Faculty of Tarbiyah and Education of UIN Suska Riau, the researchers found that eight out of eleven lecturers express their reluctance to be actively involved in the faculty agenda. There were a lot of reasons presented, two of them were the agenda or activity is not their job, the lecturers said that it is the younger lecturers' responsibility to do such an activity.

Of eleven lecturers, six lecturers said that they were less concerned with the lesson plan (RPP)/syllabus which are part of the lecturers' assignment. The RPP they compiled is the same tool from year to year, they just change the school year. Three respondents mentioned that RPP they used found that there were 'copy and paste' from the internet, then they just changing the physical data, such as the school name, school year, and so on. The fact also found that seven out of eleven lecturers said that they did know the vision and mission of the faculty, and admitted that they did not try to intentionally find what the faculty's vision and mission are. They assumed that the faculty's vision and mission are the administrative responsibility which is compiled only to fulfill the requirement as a faculty with vision and mission. A lecturer should realize that the faculty's vision and mission are values and goals that are understood and accepted by all members of the organization including the lecturers.

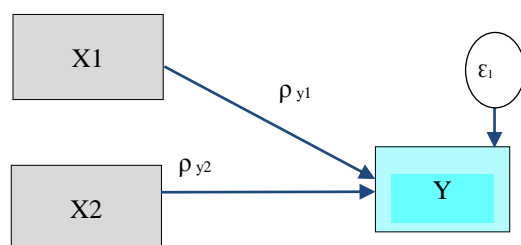
Lecturers as members of the faculty organization work together with all components of the organization to achieve the vision and mission set by the faculty. The collected facts imply that the lecturers' commitment toward their responsibilities in the faculty is categorized 'low', so that, it impacted to the obstruction of the faculty's goals. The above phenomenon is quite interested to be presented in the research.

## Materials and Methods

This research was conducted in UIN Suska Riau Pekanbaru, especially in the Faculty of Tarbiyah and Teacher Training. The research was conducted within 6 months starting from January to June 2019. The data was obtained by using a questionnaire, observation, and interview. The sampling was taken through the *simple Random Sampling* technique, and the data analysis technique was through *path analysis*

## Results and Discussions

The results of statistical analysis can be seen on each variable and the magnitude of the influence between endogenous variables on exogenous variables with the following equation:  $Y = \rho_{y1}X1 + \rho_{y2}X2 + \epsilon_1$ .



*Teamwork directly influenced the Organization's Commitment*

Table 1  
The result of the hypothesis testing for the teamwork toward the Organization's Commitment Coefficients<sub>a</sub>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. Error	Beta		
1	(Constant)	48,719	6,077		8,018	,000
	Work Team	,426	,085	,351	5,006	,000

<sub>a</sub>.Dependent Variable: Organization's Commitment

The result of the first hypothesis testing showed that Teamwork highly significantly and positively affected the Organization's Commitment to 0,351. Effective teamwork will bring a positive effect on the enhancement of the Organization's Commitment. This condition occurs since the organization will be impossible to grow up, and develop unless it is helped by the effective teamwork (Makary *et al.*, 2006; Siassakos *et al.*, 2011; Tripathy, 2018). It implied that teamwork is the soul of the organization. If the lecturers who are the member of the organization have followed the rules desired by the leadership, consciously or without coercion, it indicates that they have carried out the organizational values developed or implemented by the organization. The awareness to do responsibilities or tasks given by the leader wholeheartedly will bring a sense of responsibility, and loyalty to the organization. In the end, it raises the lecturers' loyalty toward their organization and their desire to remain a part of the organization (Carnwell *et al.*, 2007; Moore, 2009). This attitude is a reflection of the Organization's Commitment.

The former researches also strengthened that the teamwork attitude is a factor which affected the Organization's Commitment. It demonstrated by the research conducted by Brown (2015), proving that the behavior of the teamwork relationship-oriented which includes establishing trust, giving inspiration, vision, encouraging creativity, and emphasizing the development has a positive effect on the positive commitment. Meanwhile, teamwork behavior on task-oriented also affects the affective commitment, even though the level of influence is lower. Therefore, this study strengthens the previous study on the effect of teamwork toward the Organization's Commitment (Atak & Erturgut, 2010; Vandenberghe *et al.*, 2004).

*Motivational achievement directly influences the organization's commitment*

Table 2  
The result of the hypothesis testing for the motivation achievement toward the Organization's Commitment Coefficients<sub>a</sub>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. Error	Beta		
1	(Constant)	41,697	4,723		8,828	,000
	Achievement Motivation	,477	,060	,512	7,961	,000

Dependent Variable: Organizational Commitment

The result of the first hypothesis testing showed that motivation achievement highly significantly and positively affected the Organization's Commitment to 0,521. The amount of the direct effect of motivation achievement toward the Organization's Commitment is bigger than other variables. So, it is concluded that Motivational Achievement effects and plays a role in enhancing the lecturers' Organization's Commitment to UIN Sultan Syarif Kasim Riau. It means that the increasing of the motivational achievement will affect the encasement of the lecturers' organization's commitment as well. It is in line with McClelland's (1976) in Harold Koontz's statement that the need for achievement will encourage someone to develop his creativity and mobilize his all capabilities and energy he has to gain the working achievement maximally.

This finding indicates that a good motivational achievement will donate a positive implication to the organizational commitment enhancement (Amrai *et al.*, 2011; Yusuf, 2011). Organizational commitment is dominantly affected by the lecturers' motivation to filial to the institution. Someone's commitment is supported by

the existence of motivational achievement. This finding is understandable since the commitment is established if the motivation achievement aspects such as high responsibility to do a job, having a realistic goal, eager to take the risk, finishing the task on time, having measurable on target, and strive to excel. If all of the aspects are done by the organization (lecturer) with a positive perspective, so, it will encourage the members of the organization to commit to the organization. Thus, it is assumed that motivation achievement has a direct effect on the Organization's Commitment. The result of this research strengthens the theories delivered by Colquitt *et al.* (2009), that individual outcomes in the organization are performance and the organization's commitment. Individual outcomes are affected by the individual mechanism which consists of job satisfaction, stress motivation, trust, justice, and ethics, learning, and decision making.

The individual mechanism is affected by the organization which consists of organization culture, and organization structure; group mechanism consists of style and attitude of the teamwork, power, and influence, team process, team characteristics, and individual characteristics which consist of personality and values of culture and capability. This research formulates the factors that influence the organization's commitment to the structural model. The model formulates that the organization's commitment is directly and indirectly affected by the Teamwork and Motivation Achievement.

## Conclusion

Based on the research result analysis and discussion presented above, so, it is found that Teamwork directly positively affected the lecturer organization's commitment to 0.351, and motivational achievement directly positively affected the lecturer organization's commitment to 0.512. It indicates that to enhance the lecturers' commitment, it is highly recommended to enhance teamwork and motivational achievement. Of the two variables, the motivational achievement is more contributed to the organization's commitment than the other variable

## References

- Amrai, K., Motlagh, S. E., Zalani, H. A., & Parhon, H. (2011). The relationship between academic motivation and academic achievement students. *Procedia-Social and Behavioral Sciences*, 15, 399-402. <https://doi.org/10.1016/j.sbspro.2011.03.111>
- Atak, M., & Erturgut, R. (2010). An empirical analysis on the relation between learning organization and organizational commitment. *Procedia-social and behavioral sciences*, 2(2), 3472-3476. <https://doi.org/10.1016/j.sbspro.2010.03.537>
- BJ, B. (2014). Hematologi Kurikulum Inti. *Trombosit, Koagulasi dan Hemostasis*. Buku Kedokteran EGC, 196-221.
- Brown, T. A. (2015). *Confirmatory factor analysis for applied research*. Guilford publications.
- Bryman, A. (Ed.). (2011). *The SAGE handbook of leadership*. Sage Publications.
- Carnwell, R., Baker, S. A., Bellis, M., & Murray, R. (2007). Managerial perceptions of mentor, lecturer practitioner and link tutor roles. *Nurse Education Today*, 27(8), 923-932. <https://doi.org/10.1016/j.nedt.2007.01.005>
- Chitale, A. K., Mohanty, R. P., & Dubey, N. R. (2019). *Organizational Behaviour*. PHI Learning Pvt. Ltd..
- Colquitt, L., & Wesson, O. B. (2009). Improving Performance and Commitment in The Workplace. *Florida: McGraw-Hill Irwin*, 2.
- Hifza, A. (2020, June). The Model of Competitive Advantage Development in Private Islamic Education Institutions. In *BASA 2019: Proceedings of the Third International Seminar on Recent Language, Literature, and Local Culture Studies*, BASA, 20-21 September 2019, Surakarta, Central Java, Indonesia (p. 205). European Alliance for Innovation.
- Hutagaluh, O., Aslan, P. P., & Mulyono, A. W. S. S. (2020). SITUATIONAL LEADERSHIP ON ISLAMIC EDUCATION. *IJGIE (International Journal of Graduate of Islamic Education)*, 1(1), 1-7.
- Ivancevich, J. M., & Matteson, M. T. (1999). *Organizational Behavior and Management*. By Irwin.
- Makary, M. A., Sexton, J. B., Freischlag, J. A., Holzmueller, C. G., Millman, E. A., Rowen, L., & Pronovost, P. J. (2006). Operating room teamwork among physicians and nurses: teamwork in the eye of the beholder. *Journal of the American College of Surgeons*, 202(5), 746-752. <https://doi.org/10.1016/j.jamcollsurg.2006.01.017>
- McClelland, D. B. L. (1976). Peyer's-patch-associated synthesis of immunoglobulin in germ-free, specific-pathogen-free, and conventional mice. *Scandinavian Journal of Immunology*, 5(8), 909-915.
- McShane, S., & Glinow, M. A. V. (2017). *Organizational behavior*. McGraw-Hill Education.
- Moore, J. (2009). An exploration of lecturer as facilitator within the context of problem-based learning. *Nurse Education Today*, 29(2), 150-156. <https://doi.org/10.1016/j.nedt.2008.08.004>

- Newstrom, J. (2014). *Organizational Behavior: Human Behavior at Work*. McGraw-Hill Higher Education.
- Porter, L. W., & Lawler, E. E. (1968). *Managerial Attitudes and performance*, Illinois: Richard D. Irwin.
- Robbins, S.P., Judge, T.A., & Hasham, E.S. (2012). *Organizational Behavior (Arab World Edition)*. Pearson Education, Limited.
- Siassakos, D., Fox, R., Crofts, J. F., Hunt, L. P., Winter, C., & Draycott, T. J. (2011). The management of a simulated emergency: better teamwork, better performance. *Resuscitation*, 82(2), 203-206. <https://doi.org/10.1016/j.resuscitation.2010.10.029>
- Tripathy, M. (2018). Building quality teamwork to achieve excellence in business organizations. *International research journal of management, IT and social sciences*, 5(3), 1-7.
- Vandenberghe, C., Bentein, K., & Stinglhamber, F. (2004). Affective commitment to the organization, supervisor, and work group: Antecedents and outcomes. *Journal of vocational behavior*, 64(1), 47-71. [https://doi.org/10.1016/S0001-8791\(03\)00029-0](https://doi.org/10.1016/S0001-8791(03)00029-0)
- Yusuf, M. (2011). The impact of self-efficacy, achievement motivation, and self-regulated learning strategies on students' academic achievement. *Procedia-Social and Behavioral Sciences*, 15, 2623-2626. <https://doi.org/10.1016/j.sbspro.2011.04.158>