

## THE LEADERSHIP EFFECT AND ACHIEVEMENT MOTIVATION ON PERFORMANCE LECTURE AT PUBLIC UNIVERSITY AT JAMBI CITY

Tina Rosa<sup>1</sup> Yusdi Anra<sup>3</sup>, Ign. Anindya Wirawan Nugrohadi<sup>3</sup>

<sup>1</sup>Administration Bussiness, Universitas Respati Indonesia, Jalan Bambu Apus I No 3 Jakarta Timur, Indonesia.

<sup>2</sup>Education Management, Universitas Jambi, Jalan Jambi Muara Bulian Mendalo, Jambi, Indonesia.

<sup>3</sup>Administration Bussiness, Universitas Respati Indonesia, Jalan Bambu Apus I No 3 Jakarta Timur, Indonesia.

\*corresponding author : [tinarosa@urindo.ac.oid](mailto:tinarosa@urindo.ac.oid)

### Abstract

The objective of the research is to obtain information the effect leadership and achievement motivation on performance lecturer at Public University of Jambi City.. The research was conducted by using a survey method with path analysis applied in testing hypothesis. In this research lecturer has been chosen as a unit analysis was 150 samples of lecturer were selected stratified random sampling. The results of the research are as follow: 1) ) there is direct effect of leadership on performance; 2) ) there is direct effect of achievement motivation on performance; 3) there is direct effect leadership; 3) ) there is direct effect of leadership on motivation. Based on the above findings can be concluded that, leadership, motivation can improve performance of lecturer of public university at Jambi City.

**Keywords:** Leadership, Achievement Motivation, Performance Lecturer

### 1. INTRODUCTION

Jambi City has 2 state universities, namely Jambi University (UNJA) and the State Islamic University (UIN) Sultan Thaha Saifuddin Jambi, where both of these universities are state universities in the city of Jambi. The number of lecturers at UNJA 894, and the number of lecturers at UIN 549, so that the total number of lecturers at state universities in Jambi is 1,443 lecturers.

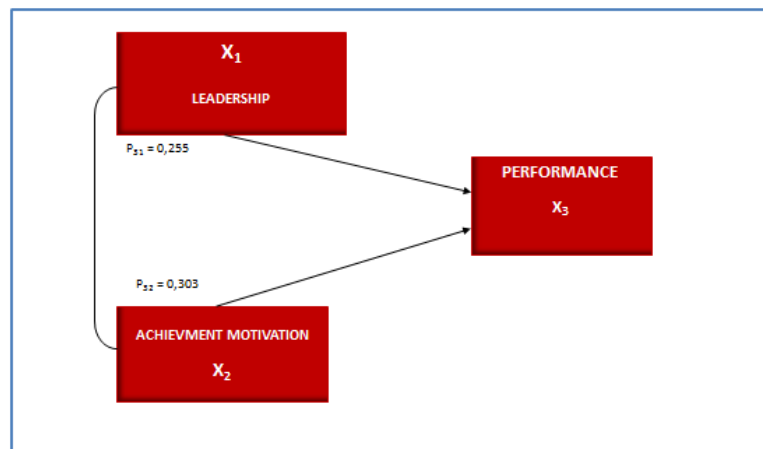
The performance of lecturers in organizations is influenced by the interaction of a number of individuals with various behaviors and social interactions that need each other. So that this study specifically looks at lecturer performance as a dependent variable in state universities in Jambi city and the independent variables are, leadership and achievement motivation, then the deepening in this study is specifically focused on the performance of state university lecturers in Jambi city.

Factors that can influence the behavior of lecturers include the work environment, inadequate facilities including lecturer rooms, the presence of lecturers, the atmosphere of work relations between lecturers, lecturers with administrative staff, lecturers with students, lecturers with faculty leaders and University leaders.

### 2. MATERIALS AND METHODS

This study used the survey method through questionnaires to all respondents who were sampled. This method is used because it can describe the conditions that exist in fact. In accordance with the problems and objectives to be achieved in this study to examine the direct effect of independent variables on the dependent variable. In this study using path analysis techniques (path analysis) with the help of SPSS 22.0 software program with the aim to test the suitability of the model (fit model) direct and indirect influence of each each variable, analyze the relationship between the structure of variables and their effects. The variable referred to in this study is that leadership is given a symbol (x1), achievement motivation is given a symbol (x2), performance is

given a symbol (x3). The pattern of interrelationships between research variables or variable model paths that illustrate paths between variables x1, x2 and x3 can be described as follows:



### 3. RESULTS AND DISCUSSION

#### 3.1. Direct influence of leadership (X1) on achievement motivation (X2)

The first hypothesis states that there is a direct influence of leadership on achievement motivation. The formulation of the first hypothesis to be tested is;

H0: There is no direct influence of leadership on achievement motivation, or H0 is formulated statistically:  $p_{32} = 0$

Hi: There is a direct influence of leadership on achievement motivation, or statistically formulated Hi:  $p_{32} \neq 0$

Decision rules: If  $0.05 < \text{Sig}$  then H0 is accepted and Hi is rejected, meaning that the path coefficient is not significant. If  $0.05 > \text{sig}$  then H0 is rejected and Hi accepted, meaning the path coefficient is significant.

From the results of statistical calculations using the SPSS program, the calculation results as presented in table 3.1 are obtained. following;

**Table 3.1 .: Coefficient of influence of leadership variables on achievement motivation variables**

Coefficients <sup>a</sup>		Statistics				
Model	Variables	Unstandardized		Standardized Coefficients	t	Sig
		B	Std. Error	Beta		
1	(Constant)	41.377	8.654		4.781	.000
	Leadership	.251	.094	.255	2.673	.008
	Achievment Motivation	.306	.096	.303	3.178	.002

a. Dependent Variable: Achievment Motivation

Based on the results of statistical calculations obtained the influence of leadership variables (X2) on achievement motivation variables (X3) of 0.30 with a t count of 3.178 and  $0.05 > \text{sig}$ . Then H0 is rejected and accepts the H1 statement. Thus it can be said that: the hypothesis proposed with the statement that there is a direct influence of leadership on empirical achievement motivation is acceptable.

With the rejection of the H0 hypothesis, it is empirically believed that leadership has a positive and significant influence on achievement motivation, in other words the variation in the high and low achievement motivation is influenced by its leadership.

### 3.2. Direct effect of achievement motivation (X2) on lecturer performance (X3)

The second hypothesis states that there is a direct influence achievement motivation on the performance of lecturer lecturers. The formulation of the third hypothesis to be tested is; H0: There is no direct effect of achievement motivation on lecturer performance, or statistically formulated H0:  $\rho_{43} = 0$  Hi: There is a direct effect of achievement motivation on lecturer performance, or statistically formulated Hi:  $\rho_{43} \neq 0$  Decision rules: If  $0.05 \leq \text{Sig}$  then H0 is accepted and Hi is rejected, meaning that the path coefficient is not significant. If  $0.05 > \text{sig}$  then H0 is rejected and Hi is accepted, meaning that the path coefficient is significant. From the results of statistical calculations using the SPSS program obtained the calculation results as presented in table 3.2 below;

Table 3.2. : Coefficient of influence of variable achievement motivation on lecturer performance

Coefficients<sup>a</sup>

Model	Variables	Statistics				
		Unstandardized		Standardized Coefficients	t	Sig
		B	Std. Error	Beta		
1	(Constant)	54.818	6.809		8.051	.000
	Achievment Motivation	.567	.053	.556	10.651	.000

a. Dependent Variable: Performance

From the table above, it is known that the beta coefficient in the achievement motivation variable (X2) on the lecturer performance variable (X3) is 0.56, with a tcount of 10.651 and  $0.05 > \text{sig}$ . Based on these results, H0 was rejected and Hi's statement was accepted. Thus it can be said that: the hypothesis proposed with the statement that there is a direct influence on achievement motivation on the performance of lecturers is acceptable.

With the rejection of the hypothesis H0, it is empirically believed that achievement motivation has a positive and significant influence on the performance of lecturers, in other words the variation in the high and low performance of lecturer lecturers is influenced by achievement motivation.

### 3.3. Indirect influence of leadership on lecturer performance through achievement motivation

The third hypothesis states that there is an indirect influence of leadership on the performance of lecturer lecturers through strategies to overcome stress. The formulation of the fourth hypothesis to be tested is: H0: There is no indirect effect of leadership on the performance of lecturers through achievement motivation, or statistically formulated H0:  $\rho_{43\rho_{42}} = 0$  Hi: There is an indirect influence of leadership on the performance of lecturers through achievement motivation, or statistically formulated H1:  $\rho_{43\rho_{42}} \neq 0$  Decision rules: If  $0.05 \leq \text{Sig}$  then H0 is accepted and H1 is rejected, meaning that the path coefficient is not significant. If  $0.05 > \text{sig}$  then H0 is rejected and H1 is accepted, meaning that the path coefficient is significant. From the results of statistical calculations using the LISREL program SIMPLIS 8.54 obtained the calculation results as presented in the table 3.3. following;

Table 3.3 .: The coefficient of indirect influence of leadership variables on lecturer performance through achievement motivation:

Variabel	Achievment Motivation		
	Beta	t-values	Sig
Leadership	0,17	3,04	0.03

From the table above it is known that the indirect influence of leadership on the performance of lecturers through achievement motivation is 0.17 significant at 0.03. Based on these results,  $0.05 > \text{sig}$  so that  $H_0$  is rejected and the  $H_1$  statement is accepted. Thus it can be said that the hypothesis proposed with the statement that there is an indirect influence of leadership through achievement motivation on the performance of lecturers is acceptable. With the rejection of hypothesis  $H_0$ , it is empirically believed that leadership through achievement motivation has a positive and significant indirect effect on lecturer performance, in other words the variation in the high and low performance of lecturers at state universities is indirectly influenced by leadership through achievement motivation.

#### ***Goodness of fit test***

Model suitability test (goodness of fit test) is intended to test whether the proposed model has a fit (fit) with the data or not. In this study, analysis of structural equation models was carried out on four variables consisting of two exogenous variables, namely: leadership (X1), achievement motivation (X2), lecturer performance (X3). Based on the test results above, the research findings are as follows;

1. Leadership (X1) has a positive and significant direct effect on achievement motivation (X2). Thus the variation in the high and low variable achievement motivation is influenced by leadership variables. The amount of direct influence is 0.30, therefore if viewed from the amount of leadership contributions that directly contribute to the achievement motivation of lecturers is equal to  $(0.30) 2 \times 100\% = 9.00\%$ .
2. Achievement motivation (X2) has a direct effect positive and significant for lecturer performance (X3). Therefore hence the low variation in the lecturer performance ariable is influenced by variable achievement motivation. The amount of direct influence is 0.56, therefore when viewed from the amount the contribution of group dynamics that directly contribute towards lecturer achievement motivation is equal to  $(0.56) 2 \times 100\% = 31.36\%$ .
3. leadership (X1) has a positive and significant indirect effect on lecturer performance (X3) through achievement motivation (X2). Thus the low performance of lecturers can also be explained by leadership through achievement motivation. The magnitude of the indirect effect is 0.17, therefore if viewed from the amount of leadership contribution that indirectly contributes to the performance of lecturers through lecturer achievement motivation is equal to  $(0.17) 2 \times 100\% = 2.89\%$ .

This study has several limitations regarding the concepts, methodology and results of the analysis. These limitations include the following;

*First*, conceptually this research uses the assumption of causality between variables that affect the performance of lecturers, but the variables chosen to explain the variable performance of lecturers are only limited to organizational culture variables that are part of extra organization, leadership variables that are part of leadership level, and achievement motivation. Though conceptually there are still many other variables that influence the performance of lecturers. Because of the limitations that researchers have, the dimensions or indicators chosen are also limited to dimensions or indicators that can be measured in plain view so they do not use the help of sophisticated technology.

*Second*, this research approach uses quantitative methods, whereas in the variables studied there are certain things that may not be approached quantitatively. Weaknesses by choosing this quantitative method researchers cannot dig deeper information.

*Third*, the response of each respondent is limited to personal perceptions which are of course limited by the dimensions of space, place and time. Respondents' responses may be inaccurate or inadvertent because of moods or self-interest factors that can affect their response. The researcher is unable to fully monitor the sincerity and honesty of each respondent at the time of filling out the questionnaire.

*Fourth*, data analysis uses a tool in the form of statistics which are technically many rounded numbers to simplify and facilitate calculations. This certainly can lead to reduced accuracy in this research.

#### 4. CONCLUSION

Leadership has a positive and significant direct effect on achievement motivation. This means that high and low achievement motivation is influenced by leadership. If leadership is effective, the motivation of lecturers to achieve will increase. Achievement motivation has a positive and significant effect on the performance of lecturers. If the motivation high achievement, then the performance of lecturers at public university will increase. Leadership has a positive and significant indirect effect on lecturer performance through achievement motivation. This means that the performance of lecturers can be explained by leadership through achievement motivation. the results of the study are a representation of the conditions at the state university as they are. Referring to the research conclusions described above, the implications of this research can be practically stated as follows: Because leadership has a positive and significant direct effect on achievement motivation, the leadership at public university starts from the level of study program, deanate, up to directory, and coordination with related parts at the university will be the main force in achieving lecturer performance in the institution. Because achievement motivation has a positive and significant effect on the performance of the lecturer, the driving force for motivation in the lecturer is the main key to the achievement of lecturer performance. Intrinsic motivation depends on the personality condition and work ethic of the lecturer concerned, but extrinsic motivation will be more determined by the academic atmosphere at the public university. With the reality that leadership has a positive and significant indirect effect on lecturers' performance through achievement motivation, effective leadership can boost the achievement of lecturers optimally through motivation developed among lecturers.

## REFERENCES

- [1] Adam, J S. *Inequity in Social Exchanges*, in L. Berkowitz (ed), *Advances In Experimental social Psychology*. New York: ( Academic Press, 1995).
- [2] Allen, N. J & Meyer, P. J .*Commitment at work and extra Role Place;Theory Research and Application*.(Sage Publication,London,1997), p 9.
- [3] Allen, N.J & Meyer, P. *Commitment in the Work Place : Theory Research and Application* . ( Sage Publication Internasional Education, London 1991), p. 2-5
- [4] American Feel They Pay Fair Share of Taxes, Says Poll. *New Target. com*, ([http://www.newstarget.com/007297. Html](http://www.newstarget.com/007297.html),2 Mei 2005).
- [5] Berlay, P. C, P. Wojnaroski, dan W. Prest . *Task Planning and Energy Expended: Exploration of How Goals Influence Performance*, (Journal of Applied Psychology,Februari 1987).
- [6] Batemen, Thomas S, and Scott A, Senell. *Management The Competitive Landscape*. 6<sup>th</sup> edistion. New York,2004).
- [7] Bandura, A,& D. Corvone. *Differential in Self – Reactive Influences in Cognitively Based Motivation*. *Organizational Behavior and Human Decision Processes*, (Agustus 1986).
- [8] Colquit, Jason. A. Jeffery A. LaPine and Michael J. Wesson. *Organizational Behavior : Improving performance and Commitment in the Work place*. New York. Mc Graw Hill,2009).
- [9] Cameron, J & W. David Pierce . *Reinforcement, Reward, and Intrinsic Motivation: A Meta Analysis*. (Review of Educational Research, 1994), p.363.
- [10] C.P. Alderfer . *An Empirical Test of a New Theory of Human Needs*. *Organizational Behavior and Human Performance*.( Mei 1969).
- [11] Chourmain, Imam . *Acuan Normatif Penelitian Untuk Penulisan Skripsi,Tesis dan Disertasi*. (Jakarta Al-Haramain Publishing House, 2008).
- [12] Gregersen, H. Baron. *Multiple Commitment at Work and extra Role Behavior During Three Stages of Organizational tenure*. (Journal of Busines Research, 1993). p. 26.31-47.
- [13] McClelland, D.C. *The Impact of Achievement Motivation Training on Small Businesses*.(California Management Review, 1979),hal. 13-28.
- [14] Manz, Charles C & Christopher P.Neck. *Mastering Self - Leadership*, 3<sup>th</sup> at.al (ed.). (New Jersey : Pearson-Prentice Hall,Upper Saddle River), 2004), p 43.