

## **FIVE COMPONENTS OF WORK MOTIVATION IN THE ACHIEVEMENT OF LECTURER PERFORMANCE**

**Wahyudi**

Universitas Pamulang, Indonesia  
dosen00716@unpam.ac.id

**Submitted:** 09<sup>th</sup> Feb 2022/ **Edited:** 21<sup>st</sup> March 2022/ **Issued:** 01<sup>st</sup> April 2022

**Cited on:** Wahyudi, W. (2022). FIVE COMPONENTS OF WORK MOTIVATION IN THE ACHIEVEMENT OF LECTURER PERFORMANCE. *SCIENTIFIC JOURNAL OF REFLECTION: Economic, Accounting, Management and Business*, 5(2), 466-473.

### **ABSTRACT**

Achieving good work results requires hard efforts and support from many parties, especially in the field of lecturer performance. The reason is that in achieving educational performance (earning a doctorate), it takes financial adequacy, time, and good intellectual intelligence. Even in achieving research and service performance, it is not enough just to be able, but it is necessary to have a spirit of service in order to encourage change and prosperity for the surrounding community. Therefore, this research seeks to describe what things enable performance to be achieved in lecturers. The research method uses quantitative, where research data is obtained through questionnaires and interviews. While the data analysis used regression with descriptive narrative technique. The object of research is Pamulang University lecturer with the criteria of doctoral education and having a minimum functional position of Lector. The results of the research obtained information, that the greatest enthusiasm of lecturers in achieving performance is actualization. This is confirmed in the results of interviews, that the attachment of a lecturer's title fosters a spirit of wanting to show knowledge and capacity as a university teaching staff. Thus, various things are done, and no matter how big the sacrifices are made.

**Keywords:** Life Needs, Social Needs, Appreciation Needs, Work Safety and Security Needs, Actualization Needs, Performance

### **INTRODUCTION**

Lecturers definitively have three main tasks, namely conducting quality teaching, conducting research to contribute to progress, and carrying out community service as the implementation of teaching and research. Thus, lecturers are important figures, not only for higher education institutions, but also for society at large. However, in reality this role has not been seen as it should. This is evident from the many lecturers from various public and private universities who are proven to have contributed to the improvement of the progress and welfare of the community that can be counted on the fingers.

The weak role of lecturers in the real world cannot be separated from various factors, one of which is work motivation (Narasuci, et, al., 2018). Of course, the three main tasks of the lecturer have a very heavy workload. So not a few of the lecturers are very difficult to fulfill it. For example, in teaching performance, ideally a lecturer is a graduate with a doctoral education, but to do so requires not only time and effort, but also a very large cost. The high cost of doctoral education causes many lecturers to give up their intention to continue their studies. Of course, this condition has consequences, in which the scientific quality of lecturers is not as good as doctoral graduates.

In addition, in fulfilling the research performance of lecturers, everything is required, all resources and efforts, including costs, must be prepared (Atikah & Qomariah, 2020). This is because research is an activity that involves many instruments and takes a long time, at least one year. This requires a lot of preparation that must be fulfilled, on the other hand lecturers have a livelihood that must be fulfilled. The dilemma is that lecturers are required to be balanced in fulfilling various things.

Likewise with performance in the field of service, which in fact is more complex in its implementation. In this field, lecturers are required to be asked for real contributions to the consequences of their knowledge. So, the level of demand is already at a different level, everything is more realistic.

The above conditions require a very great work spirit, that the performance of the tri dharma is complicated, but the lecturers must be consistent with the mandate that has been carried out (Noor, et, al., 2020). That they are people who are believed to be knowledgeable, and with their knowledge they can contribute/benefit to many people. Therefore, in order for the achievement of the performance of the tri dharma to be fulfilled with all its complexity, it is necessary to maintain a work spirit, as proposed by Maslow.

Motivation according to Maslow's view has the content of a fundamental reason from the meaning of work, that in carrying out tasks you will face various dynamics that cause discouragement, and the like, it is necessary to fulfill motivation, in order to become a reason or self-reinforcement for employees in carrying out their duties to the fullest. consequent (Tone, 2015). Thus, all obstacles and limitations can be overcome wisely and taking into account the various impacts.

In a study conducted by (Tone, 2015) explains, the magnitude of the contribution of motivation to performance cannot be denied, especially if the five basic needs are met, then employees will feel in a different position, a position that no longer talks about things. fundamental and small, so he can focus more on big achievements.

In other studies, it was also conveyed, in many studies the motivational variable has always been one of the significant factors in influencing performance, even not infrequently motivation is one of the factors that dominates the birth of performance (Theresia, et, al., 2018). This is in line with Maslow's concept of motivation, that the fulfillment of a number of motivational factors is directly proportional to organizational performance instruments (work productivity and work performance).

## **THEORETIC**

Normatively, the word lecturer is defined in the Law on Teachers and Lecturers, that a lecturer is a designation for a profession in higher education with a number of qualifications that must be met (Hasanati, 2017), including:

1. Education level
2. Science
3. Skill
4. And other provisions.

Even a person can bear the title of lecturer if it has been recognized by the government through the ministry of education by taking a series of exams, and is declared to have passed, then he gets a national lecturer identification number or abbreviated as NIDN. Thus, the definition of a lecturer is very broad, because there are so many provisions that must be passed to get the title of respect (Kallio & Kallio, 2014).

More specifically, the word lecturer is also characterized by the word professional educator, which means that the lecturer is a knowledgeable person with the ability to disseminate knowledge in an applicative manner (Hermanto, et, al., 2019). Thus, someone who is said to be worthy of a lecturer's respect is those who not only know theoretically, but have excellent applicative abilities accompanied by the ability to teach others that knowledge. So the essence of the term lecturer is about how knowledgeable

figures are able to disseminate the benefits of science for the progress and welfare of the lives of many people.

### **Hierarchical Motivation**

If we understand deeply, we get an understanding, that the concept of motivation promoted by Maslow, later known as need motivation, is a principle in organizations. Maslow views that people are moved to work, want to be ordered, aware of the rules, and so on for one/many reasons, which include at least five things, including (Hanafiah, et, al., 2020):

1. Psychological motivation
2. Security motivation
3. Social motivation
4. Reward motivation
5. Self-actualization motivation

### **Performance**

The word performance leads to a fulfillment of obligations, namely the fulfillment of basic tasks based on responsibilities and authorities as regulated in work standards, then it is said to be performing (Dunggio, 2021). However, in practice the fulfillment of these basic tasks involves many instruments, including:

1. Knowledge
2. Skill
3. Attitudes and work behavior

Thus, performing is not easy, having at least the three main things above, then a person can fulfill his responsibilities well. Knowledge instruments explain the ability to think, about how to understand, understand, analyze, translate, describe, and so on a job and other things involved so that the implementation of tasks becomes more focused (Dunggio, 2021).

Meanwhile, the skill instrument is the main thing in carrying out the task, namely with regard to physical skills, about how to usually do and complete tasks, so that the work results are in accordance with standards. While the attitude and behavior instruments are supporting instruments needed in the flexibility of carrying out tasks, with good attitudes and behavior, performance is not only achieved, more than that it can build good industrial relations with all parties (as an added value).

With regard to lecturer performance, it actually includes three main things, as stated in the teacher and lecturer law, including:

1. Teaching performance
2. Research performance
3. Community service performance

## **METHOD**

Some of the research rules used as guidelines for analysis and discussion consist of:

1. The research concept is based on quantitative principles, namely the basis for disclosing phenomena based on data/numbers.
2. Testing of research data/numbers uses multiple regression statistical techniques, which is a mathematical effort to see the value of possible causal relationships (influence).
3. The research subject is a lecturer at Pamulang University with the criteria of having a functional position as a lecturer and serving more than five years.
4. The sampling technique was carried out directly with a simple random method. Namely, the questionnaire is given directly to all lecturers who meet the criteria, namely having a minimum functional position of lector and having been a teaching staff at Pamulang University, for at least five years.
5. Data obtained through the distribution of questionnaires with google form. This technique is carried out so that research can run more effectively and efficiently, both in terms of time, cost, and the data tabulation process.

## **RESULT**

### **Characteristics of Respondents**

Based on the research data obtained, it is known that the basic information about the respondents, including:

1. Most of the respondents were male with a presentation of 52%, and female respondents were 48%. This confirms that this research was followed by all lecturers, both female and male respondents.

2. Based on age characteristics, the number of respondents over 40 years old is very dominant, with a percentage of 63%.
3. Based on the level of education, more respondents with a master's level of education.

### **Data Quality Test**

Based on data processing, the correlation value between questions was obtained, with the following explanation:

1. Based on the validity test, it is known that all questions from the variables of psychological motivation, security, social, reward, actualization, and performance have a good correlation value (greater than 0.30). This explains that the questions asked are relevant to the phenomenon under study, so that the research data deserves to be tested in regression analysis.
2. Based on the reliability test, it is known that all questions in this study have a good Cronbach's Alpha value (greater than 0.60). Then the variable with the best reliability value is social motivation. This confirms that the characteristics of a lecturer's job require the cooperation and collaboration of many parties, so that the spirit of carrying out the tri dharma task becomes better.

### **Questionnaire Analysis**

The data obtained from the results of distributing questionnaires obtained the following responses:

1. That motivation is considered very important for the achievement of performance
2. That the lecturers are aware of the importance of performing
3. The most needed motivational factor in the field of lecturers' work in achieving better performance is the fulfillment of social motivation. The lecturers are aware that teaching, research, and service are activities that need to be carried out together, so that knowledge transfer occurs and the spirit of group work that generates self-motivation.

### **Analysis**

Based on the results of data processing, the estimated regression value is obtained, which shows an estimated influence in a causal relationship, including:

1. Psychological motivation is proven to have an effect on lecturer performance with a regression estimation value of 0.237. This explains that there is a positive trend

in the increase in lecturer performance if psychological motivation is met, with a possible increase in value of 0.237. This finding clearly shows that the fulfillment of the welfare of life as a result of the implementation of tasks can increase the work participation rate of lecturers in achieving better performance.

2. Safety motivation is proven to have a positive direction in increasing performance with a regression value of 0.247. Statistically, this finding means that there is a positive possibility that performance will increase if the lecturer's safety motivation is met. What is meant by security motivation is related to the guarantee of rights and obligations. Lecturers feel very happy if all their obligations in teaching, research, and service are given and fully supported by leaders and institutions, as well as the right to carry out tasks.
3. Social motivation is statistically proven to have a positive influence with a regression value of 0.309. This finding confirms that the performance of lecturers will be better if the task is carried out together.
4. Reward motivation is statistically proven to have a significant positive effect on lecturer performance with a regression value of 0.198. That is, there will be an increase in performance if the reward system runs well. This implies the importance of building a work environment and culture that respects each other, especially from institutions to lecturers. Institutional and leadership awards to lecturers have a very deep meaning in the formation of lecturers' perceptions and satisfaction, so that they can trigger high morale in every task implementation.
5. Actualization motivation is proven to have an influence on performance with a positive trend of 0.157. This means that the emotional factor in positive terms, namely wanting to show self-ability, self-confidence, and so on has proven to be one of the positive factors in increasing lecturer performance, both in teaching and education achievements, research achievements, and service achievements.

## **CONCLUSION**

Research findings indicate that the achievement of lecturer performance in the fields of teaching, research and service is strongly influenced by work motivation, either partially or simultaneously. Moreover, the social motivation factor has a greater estimated value to the increase in lecturer performance. This confirms that the factor of

collaboration and cooperation between lecturers in the field of tri dharma is very large. It is undeniable that the characteristics of the tri dharma really demand collaboration from many parties, so that the results are better and more useful.

In addition, the research findings also emphasize that the true motivation or enthusiasm for carrying out a task cannot be separated from the fulfillment of the motive/reason. So that this is a reminder to higher education institutions, especially Pamulang University, should pay attention to things that become motives in carrying out their duties, for example the fulfillment of psychological motivations (with regard to eligibility and welfare), fulfillment of security motivations (with regard to guaranteed rights and obligations), fulfillment of reward motivation, and self-actualization motivation (with regard to development opportunities and empowerment).

## REFERENCES

- Narasuci, W., Setiawan, M., & Noermijati, N. (2018). Effect of work environment on lecturer performance mediated by work motivation and job satisfaction. *Jurnal Aplikasi Manajemen*, 16(4), 645-653.
- Atikah, K., & Qomariah, N. (2020). The Effect of Leadership Style and Organizational Culture and Work Motivation on Lecturer Performance. *Jurnal Manajemen dan Bisnis Indonesia*, 6(2), 216-227.
- Noor, A., Rahmat, A., & Afdhally, S. S. Z. (2020). Lecturer Research Performance: Research Motivation, Research Culture and Lecturer Satisfaction. *International Journal of Innovations in Engineering Research and Technology*, 7(06), 31-42.
- Tone, K. (2015). The impact of antecedent variable on lecturer'performance as mediated by work motivation. *International Journal of Humanities and Social Science Invention*, 4(10), 54-62.
- Theresia, L., Lahuddin, A. H., Ranti, G., & Bangun, R. (2018). The influence of culture, job satisfaction and motivation on the performance lecturer/employees. In *Proceedings of the International Conference on Industrial Engineering and Operations Management* (pp. 1841-1841).
- Hasanati, N. (2017, March). Effect Demography Factor, Achievement Motivation on Lecturer Competence. *Psychology Forum*.
- Kallio, K. M., & Kallio, T. J. (2014). Management-by-results and performance measurement in universities—implications for work motivation. *Studies in Higher Education*, 39(4), 574-589.
- Hermanto, Y. B., Widyastuti, M., & Lusy, L. (2019). Factors Affecting Performance Lecturer. *SSRG International Journal of Economics and Management Studies (IJEMS)*, 6(1), 21-27.
- Hanafiah, H., Nasrun, N., & Restu, R. (2020). Work Motivation and Satisfaction and Its Impact on Lecturer Performance. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(3), 1800-1812.
- Dunggio, T. (2021). Work Motivation on Lecturer Achievement: Job Satisfaction as Mediating Variables. *Jurnal Manajemen*, 25(2), 312-327.