ORGANIZATIONAL COMMITMENT, WORK CULTURE, AND ACHIEVEMENT MOTIVATION IN THE STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH JAKARTA

Mohamad Avicenna [a], Yufi Adriani [b], Abdul Mujib [c]

[a, b, c] Faculty of Psychology, State Islamic University Syarif Hidayatullah, Jakarta, Indonesia.

Abstract: In the global higher education marketplace, the State Islamic University Syarif Hidayatullah Jakarta have been attempting to establish them self in international ranking university. To realize this, several efforts have been created, such as increasing the quality of teaching and research, recruiting international and highly talented students, obtaining government and nongovernment sources of funding, creating academic freedom, opening bigger opportunities to the lecturers and administrative staff to get the scholarship in order to get higher degree in specific area.

One of the most important concepts that influence the university to have strategic position in international ranking is the level of organizational commitment of its human resources. It plays an important role in improving the effectiveness of university. Similarly, work culture and achievement motivation are also significantly important in advancing quality of learning. Work culture will lead and guide people in the university on how they should behave and what should be achieved to create a better university in future. Therefore, the objective of this study is to measure organizational commitment, work culture, and achievement motivation among lecturers, administrative staff, and students in the State Islamic University Syarif Hidayatullah Jakarta.

59 lecturers, 99 administrative staff, and 101 students that have been working or studying more than 1 year were recruited from different faculties in the University. They were administered a set of scales that were developed by researchers: organizational commitment (18 items), work culture (33 items), and achievement motivation (21 items). Each scale is made on a 4-point rating Likert scale (range from strongly agree to strongly disagree). By using SPSS software, multiple regression analysis was used to analyze the research hypotheses.

The results indicated that more than half of respondents have low scores in organizational commitment, work culture and achievement motivation. Among groups, lecturers that have low scores are bigger than high scores in organizational commitment, work culture and achievement motivation. This study also found that work culture and achievement motivation significantly affect organizational commitment among administrative staff and students. Among academic staff only work culture significantly affects organizational commitment

The university needs to increase organizational commitment, work culture and achievement motivation among its human resources, especially among academic staffs since they play a key central in higher education. The university is recommended

to produce policies that enhance participations and involvements of academic staff in the university. The university also must support and value contribution of its human resources. With these efforts expectantly they will commit and perceive themselves as part of the organization. Providing training programs that can increase commitment to the organization, work culture and achievement motivation will highly give benefit to the university.

Keywords: Organizational commitment, work culture, and achievement motivation

INTRODUCTION

Currently, universities in Indonesia compete to the status of World Class Universities (WCUs). This position is assumed to be quite prestigious and becomes a dream for all universities in the world. In order to realize this, the Directorate of Higher Education of the Republic of Indonesia/DIKTI has arranged a target that by 2020 to 2025, universities in Indonesia will have had good reputations in the international level. This surely requires many efforts and much commitment of all components in the universities concerned to achieve this target.

In line with this target, State Islamic University Jakarta (UIN Jakarta) has determined to become a university that has an international reputation and among the top ranks of the WCUs. UIN Jakarta tried to make a breakthrough in its vision in order to be able to compete with local and also international universities. To achieve the goal, related efforts were conducted (Jamhari, 2009). In order to achieve the status of WCU, an organizational change is needed to have human resources that have high competence and the university should be able to anticipate all the needs as the consequences of the changes and development. Without high-skill human resources, the organizational changes would not have meaningless.

As the components of human resources in the universities, lecturers, students, and staffs have very significant roles in advancing the quality of education in the university. The competence and quality of lecturers, students, and staffs will determine the quality of an educational institution where they work or study. The quality of work performance among lecturers and staff closely relates with its professional capabilities, welfare, rewards, relationships among co-workers, superiors, and many other factors. Moreover, UIN Jakarta has made various efforts to improve the quality of lecturers. In 2008, around 108 lecturers were certified by an established team of assessors: Civil Service Bureau Public Administration (SBA) in collaboration with the

Center for Quality Improvement and Assurance (PPJM). The number increased in 2009 when about 320 of the lecturers were certified (Afriani, 2008).

In addition, UIN Jakarta provide wide opportunities for the lecturers to pursue the higher levels of education. The university facilitates scholarships for the lecturers, while they receive their full salary during the study. Also, the university provides opportunities for the employees to attend specific trainings to develop their knowledge and competence. Hence, they are encouraged to attend seminars or workshops according to their fields of work and interest. Similarly, in developing facilities in the campus, UIN Jakarta has built new buildings and established important facilities to optimize all functions in UIN Jakarta.

However, the availability of opportunities and facilities that have been provided by the university will not produce the good outcome if not accompanied by the commitment of all employees to perform optimally in every task that has been instructed by the organization. Some factors assumed to cause the high or low organizational commitment to the human resources in UIN Jakarta are work culture and achievement motivation. This study tried to identify the psychological factors such as organizational commitment and work culture that were assumed to bring significant impacts to the university to help reaching a top position among WCUs.

In terms of work culture, UIN Jakarta has fundamental values that are originally taken from the Religious Affairs Ministry logo, which is Ikhlas Beramal (sincere commitment to serve). Then, the work values of UIN Jakarta were revised and transformed into Knowledge, Piety and Integrity (Academic Affairs, 2008). "Work culture" itself has been defined as the one's perspective in giving meaning to the work that fosters to develop a strong conviction on the basic values, and it is believed to enhance spirits in realizing the best job performance (Decreet of the Ministry of Religious Affairs No: 25 / Kep/M.Pan/4/2002). Based on the above definition, the work culture in this study is related to the values espoused and applied on the workplace by the human resources of the UIN Jakarta.

Achievement motivation also becomes important to be investigated, since in reality it has been found that many staffs in UIN Jakarta had low motivation because they thought that being civil servants (PNS) would be difficult to get fired, even though they performed poorly in their work. This has its consequence in that they did not show their best performance in their work. Moreover, this condition becomes worse because of the system of evaluation among civil servants are vague.

By looking at the above phenomena, it needs to deeply investigate about the organizational commitment among human resources in UIN Jakarta, and how the work culture and achievement motivation influence organizational commitment. In addition to mapping the human resource's commitment to become a member of the exclusive group of WCU, this study also aims to find out how far the human resources in UIN Jakarta have been mentally prepared? As results, what strategies and policies should be implemented in order to achieve this goal?

CONCEPTUAL FRAMEWORK

World Class University (WCU)

The membership among the top WCUs is not obtained through self-declaration, but it needs international recognition from the outside world. Until now, there is not any definite measurement as to assess the superior status of a university. Therefore the procedures carried out are mostly used in subjective measurements (Salmi, 2009).

The review of the models in identifying and classifying world class universities have appeared in literature. The models that are widely popular are those prepared by the Times Higher Education Supplement (THES), Shanghai Jiao Tong University (SJTU), Asia Week, and WEBOMETRIC. The most common criteria used in Indonesia are: (1) 40% of the lecturers should hold doctorate degrees, (2) international publications per lecturer are two papers in a year, (3) the number of graduate students is 40% of the total student population, (4) research budget is at least $ 1,300 per lecturer in a year, (5) the number of foreign students is more than 20% and every student has information Communication Technology (ICT) 10 KB. Those criteria seem to be difficult to be achieved by the universities in Indonesia since: currently Indonesia is struggling for adequate education budgets; domestic students who have low economic status have problems continuing to study to the higher levels; and the role of higher education is limited in producing science and technology that have benefits for people. However, these criteria are still important for the universities in Indonesia to compete with other national and international universities (Kusumastanto, 2007).

The relationship between work culture, achievement motivation and organisational commitment.

According to Singh (2001), work culture is the prevalent and common patterns of feeling and behavior in an organization. It becomes a system of

'shared values' which influence employees to show a high performance in organizations. The values developed are used as guidelines by the employees in performing their works and inherited to the next generation in the organization.

The values that have been uniquely developed in UIN Jakarta are knowledge, piety and integrity. Knowledge is characterized in an individual that has a great deal of knowledge and intelligence. It consists of some indicators such as smart (*fathanah*), knowledgeable (*'alim*), competent (*qadir*), visionary (*ru'yah*), progressive (*taqaddum*), independent (*hurriyyah*), rational (*ma'qul*), scientific (*ilmiyyah*), creative (*ibtikar*), innovative (*ibda'iy*), and critical (*hasim*). Piety means individual's piousness that is reflected in his/her relationships with God in daily activities. The indicators are faithful (*iman*), obedient (*tha'at*), pious (*taqwā*), sincere (*ikhlas*), careful (*hammun*), respectable (*ihtiram*), helpful (*musa'adah*), tolerant (*tasamuh*), and inclusive (*shamil*). Integrity is defined as a commitment to adhere moral and ethical values in daily activities. It has several indicators, such as certain (*tsiqqah*), truthful (*shadiq*), accountable (*amanah*), just (*'adil*), consistent (*tsabit*), dedicated (*insyiraq*), initiative (*tamhidiy*), responsible (*mas'ulun*), commitment (*iltizam*), disciplined (*mundhabid*), courage (*syuja'*), credible (*mushaddaq*) and loyal (*wafiy*).

A positive work culture has an effect on the organizational commitment of its employees, such as offering the employees opportunities to improve their knowledge and skills (such as attending seminar, training, or giving opportunities to study in higher level), realizing employees' direct participation (Bhatti, Nawab & Akbar, 2011), and creating fair performance evaluation that will influence the job satisfaction through organizational commitment of the employees (Lau, Wou & Eggleton, 2008).

According to McClelland, achievement motivation was defined as a drive to attain success in competition with a high standard of excellence, to achieve success in a unique accomplishment, and to commit oneself to a long-term involvement (cited in Miyamoto, 1992). It is related with responsibility in doing complex tasks by using high efforts and hard works. One who has high achievement motivation is characterized with being very persistent and doing hard work to attain goals, reaching a high standard of excellence, being able to delay gratification for the short-term in order to reach long-term goals, being able to compete with other people, and presenting appropriate behavior with the organization's goals. Therefore, one with this motivation shows high efforts to becoming the part of organization and strongly accepts the organization's values and goals.

METHODS

Participants

A total of 300 participants that had been working or studying more than 1 year were recruited in this study. Three groups, each consisting 100 students, 100 academic staffs and 100 administrative staffs, respectively, were given questionnaires.

Measurement

This study developed questionnaires in which 136 items were used to assess work culture and 28 items to measure achievement motivation, and 32 items to measure organizational commitment. A self-rating was made on a 4-point rating scale which represented strongly agree, agree, disagree and strongly disagree attitudes. Each scale has favorable and unfavorable items.

The participants were also asked about their personal data, such as name, age, gender, their position in the university and how long they had been working in the university. The items that had been developed were tried out. The data was analyzed using SPSS 17.0 for Windows.

Statistical analysis

Items that had been tried out were analyzed for the internal consistency using Cronbach Alpha Reliability. To analyze the contributions of the work culture and achievement motivation to the organizational commitment among students and staff in the Islamic State University Syarif Hidayatullah Jakarta, multiple regressions were carried out. Further, this study also used ANOVA to analyze the differences among the scales of the academic staff, administrative staff and students.

RESULTS

Demographic Characteristics of the Participants

Of 300 questionnaires distributed, only 256 returned, which came from 56 academic staffs, 99 administrative staffs, and 101 students involved in this study. The demographic characteristics of the participant are summarized in table 1.

Descriptive Analysis

In this study all variables were divided into two categories, high and low. To determine whether a score was categorized as high or low, this study used a median score. If the score was lower than median score, the score was categorized as low, and vice versa.

As presented in Table 2, this study found that the median scores of each variable are as follow: 49.759 for achievement motivation, 48.50 for organizational commitment, and 49.43 for work culture. The results indicate that more than half of the respondents had low scores in organizational commitment, work culture and achievement motivation.

Besides analyzing all participants, each group in this study was also analyzed. The results are indicated in Table 3. As seen in the table, it can be concluded that most academic staffs had low scores on achievement motivation (57.63%), organizational commitment (61.02%) and work culture (59.33%).

The findings indicate that more than half of the administrative staffs have high achievement motivation (52.52%). On contrary, more than half of the staffs had low organizational commitment (51.52%), and the scores in work culture are similar between high (50%) and low (50%).

The scores of the students indicated that more than half of the students had high scores in organizational commitment (57%). But in terms of work culture and achievement motivation, the scores are similar between high (50%) and low (50%).

Table 1: Demographic Characteristics

Participants	N	Length of employment / study period	
		Min	Max
Academic staff	56	1 year	44 years
Administrative staff	99	1 year	32 years
Students	101	1 year	6 years

Table 2: Descriptive Analysis

Variable	Categorization	N	%
Achievement motivation	>49.75 (high)	129	49.80
	<49.74 (low)	130	50.20
Organizational commitment	> 48.50 (high)	127	49.03
	< 48.49 (low)	132	50.97
Work Culture	> 49.43 (high)	123	47.49
	< 49.42 (low)	136	52.51

Table 3: Categorizations of Achievement Motivation, Work Culture and Organizational Commitment among Academic Staffs, Administrative Staffs and Students

Variables	Categorization	Academic Staffs			Administrative Staffs			Students		
		Score	N	(%)	Score	N	(%)	Score	N	(%)
Achievement Motivation	High	>54.14	25	42.37	> 46.24	52	52.52	> 49.8	53	49.53
	Low	<54	34	57.63	<46.1	47	47.48	<49.7	54	50.47
Work Culture	High	>52	24	40.67	> 49.3	49	49.49	> 47.85	55	51.4
	Low	<51	35	59.33	<49.2	50	50	<47.84	52	48.6
Organizational Commitment	High	>52.6	23	38.98	> 48.82	48	48.48	> 49.75	61	57
	Low	<52.5	36	61.02	<48.7	51	51.52	<49.74	46	43

Table 3: ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3040.131	2	1520.065	17.554	.000[a]
	Residual	20522.671	237	86.594		
	Total	23562.802	239			

a. Predictors: (Constant), Work culture, Achievement motivation
b. Dependent Variable: Organizational commitment

Table 4: Model Summary

Model	R Square	Change Statistics				
		R Square Change	F Change	df1	df2	Sig. F Change
1	.048	.048	11.961	1	238	.001
2	.129	.081	22.087	1	237	.000

Table 5: ANOVA[b]
(Academic staffs)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3475.011	2	1737.506	130.806	.000[a]
	Residual	557.889	42	13.283		
	Total	4032.901	44			

a. Predictors: (Constant), Work Culture, Achievement Motivation
b. Dependent Variable: Organizational Commitment

Table 6: Model Summary

Model	R Square	Change Statistics				
		R Square Change	F Change	df1	df2	Sig. F Change
1	.559	.559	54.523	1	43	.000
2	.862	.303	91.869	1	42	.000

Table 7: ANOVA[b]
(Administrative Staffs)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4145.030	2	2072.515	34.799	.000[a]
	Residual	5479.231	92	59.557		
	Total	9624.261	94			

a. Predictors: (Constant), Work Culture, Achievement Motivation
b. Dependent Variable: Organizational Commitment

Table 8: Model Summary

Model	R Square	Change Statistics				
		R Square Change	F Change	df1	df2	Sig. F Change
1	.386	.386	58.395	1	93	.000
2	.431	.045	7.268	1	92	.008

Table 9: ANOVA[b]
(Students)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1864.952	2	932.476	11.022	.000[a]
	Residual	8798.185	104	84.598		
	Total	10663.136	106			

a. Predictors: (Constant), Work Culture, Achievement Motivation
b. Dependent Variable: Organizational Commitment

Table 10: Model Summary

Model	R Square	Change Statistics				
		R Square Change	F Change	df1	df2	Sig. F Change
1	.126	.126	15.206	1	105	.000
2	.175	.048	6.100	1	104	.015

Regression Analysis

This study hypothesized that achievement motivation and work culture will influence organizational commitment. Multiple regression analyses were carried out. The results show that both variables significantly influenced organizational commitment with F score = 17.554, df = 2.237 and $p < 0.05$. The results are shown in Table 3.

This study also found out the impact of achievement motivation 0.082 (8.2%), with F score = 22.276, df = 1. 235 and $p < 0.05$. Additionally, the score of influence of work culture is 0.048 (4.8%) with F score = 11.822, df = 1. 236 and $p < 0.05$.

This study also carried out multiple regression analyses for each group.

Academic staffs

The influence of work culture and achievement motivation on organizational commitment among academic staff is given in Table 6. The results of the regression analyses are F = 130.806, df = 2, 42 and $p < 0.05$. It can be concluded that work culture, achievement motivation significantly influenced the organizational commitment.

There was a contribution on the impact of achievement motivation (55.9%), with F score = 54.523, df = 1, 43 and p < 0.05. Moreover, work culture contributed 30.3%, with F = 91.869, df = 1,42 and p < 0.05. The results are shown on Table 7.

Administrative staffs

Multiple regressions were conducted to measure the effects of achievement motivation and work culture on organizational commitment among administrative staff in State Islamic University. The analyses found that both variables had a significant effect to influence organizational commitment (F = 34.79, df = 2, 92 and p < 0.05). The results are presented in Table 7.

The result shows that the contribution of achievement motivation to organizational commitment was 38.6% with F = 58.395, df = 1.93 and p < 0.05. Moreover, the effect of work culture was 4.5%, with F score = 7.268, df = 1.92 and p < 0.05. This meant that the effects of both variables were significantly contributed (43.1%) and the highest contribution to organizational commitment was achievement motivation.

Students

This study also investigated the effects of work culture and achievement motivation on organizational commitment among students. The findings revealed that both variables significantly influenced organizational commitment (F score = 11.022, df = 2, 104 and p < 0.05).

The variance of work culture contributes 12.6% with F score = 15.206, df = 1, 105 and p < 0.05. Additionally achievement motivation contributed 4.8% F score = 6.1, df = 1, 104 and p < 0.05.

DISCUSSIONS

This study concluded that achievement motivation and work culture had significant impacts on organizational commitment. Consequently the finding indicates the importance of achievement motivation and work culture in influencing organizational commitment in the State Islamic University Jakarta.

This finding is line with previous research that found achievement motivation can increase organizational commitment (Salami, 2008). This means that employees that have high needs of achievement will fulfill their needs through their relation with the organization. So the employees with high achievement motivation will commit to their organizations.

The most interesting finding from this study is that nearly 58% of the academic staffs had low achievement motivation. This phenomenon will be contradictory since academic staffs play a key and central role in a university. They serve as role models as well as sources of knowledge. If the staffs have low achievement motivation, thus this will also influences student's achievement and performance in their study. This finding brings a great implication that the university should create conducive environments, provide necessary facilities and improve the welfare of the academic staffs.

Similarly, work culture will influence the level of commitment to work. According to Singh and Das (1978), the level of commitment can be increased considerably by designing a better organizational culture, such as leadership style, communication pattern, responsibility, etc. State Islamic University Jakarta has its own work culture, namely knowledge, piety and integrity. However this study indicates that work culture among academic staff was relatively low. This finding may indicate that either the university's work culture is not suitable for the academic staff or the university does not successfully promote work culture to the academic staffs. Consequently the university needs to socialize its work culture (knowledge, piety and integrity) so that the academic staffs will understand better and internalize these values in daily lives.

This study also found that more than half of academic and administrative staffs had low scores on organizational commitment. It could be noted that generally organizational commitment among academic and administrative staffs was relatively low. According to Rocha, Cardoso, and Tordera (2008), organizational commitment is important in influencing employee attitudes and behaviors as well as in achieving organization goals. It has a great implication not only for the employees, but also for organizations and society as a whole. State Islamic University has been committed to be a world class university. It struggles to be an excellent university in teaching, learning as well as research. In realizing these efforts, the university needs commitment from all components that include academic & administrative staffs and students. This finding gives an implication that the university needs to improve commitment of both staffs. Producing policies that can enhance participations and involvements of academic and administrative staffs in the university will give much benefit. The university must also support and value contributions from its employees. With these efforts it is expected that they will commit and perceive themselves as part of the organization. Providing training programs that can increase commitment to the organization, work culture and achievement motivation will be highly beneficial for the university.

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