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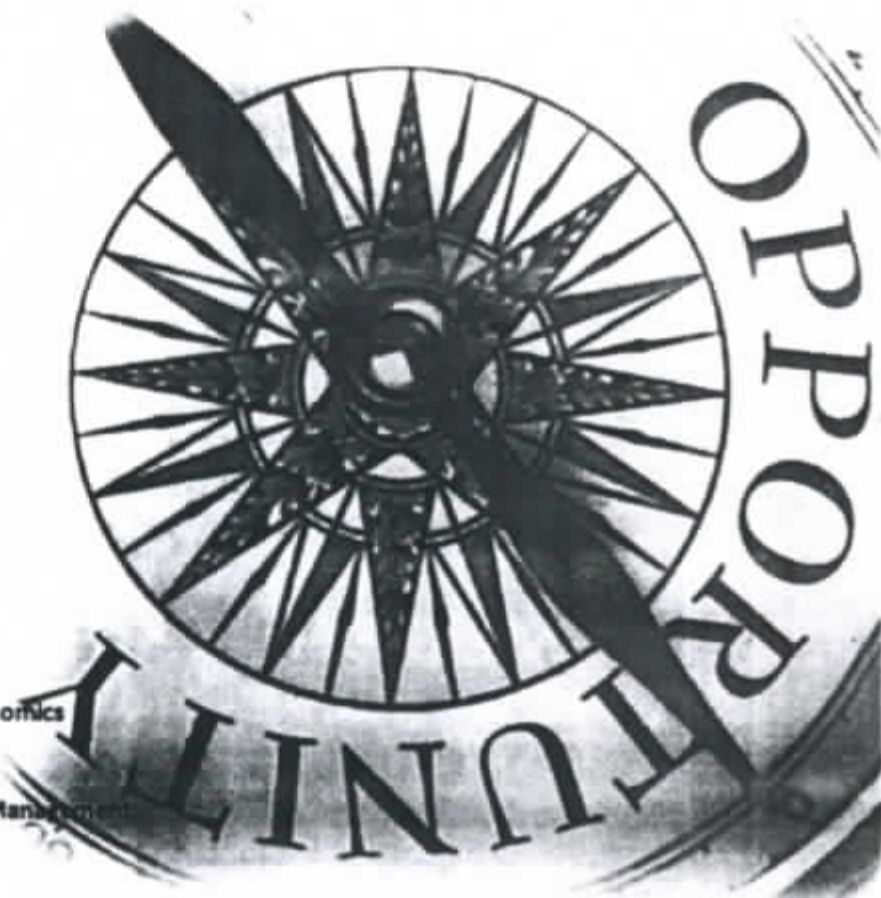


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ANALYSIS OF MOTIVATION, ABILITY, OPPORTUNITY, AND THREAT AND ITS INFLUENCE TO THE LECTURER EFFORTS TO IMPROVE ACADEMIC POSITION

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ABSTRACT

University as an institution of higher education requires lecturers with adequate status in the teaching-learning process. University lecturers who have high academic positions will have many benefits. However, the attempts to realize high academic positions seem not optimal and there are still many problems occurred, so that the number of lecturers with the certain rank required by the university has not been sufficient enough. Many lecturers are supposed to have reached a certain position. This situation encourages to be investigated which really factors cause Lecturer efforts in improving their academic position. This study is aimed to determine whether the variables influence faculty's effort in improving their academic position, and which is the influencing dominant variable. This study uses a mainstream approach by exploring the Multiple Regression analysis to test the formulated hypothesis. Research was conducted at University X, Surabaya, while the research objects are lecturer at the University X. The results indicate that simultaneously Motivation, Capabilities, Opportunities, and Threats have a significant influence on Faculty efforts to improve academic positions, while partially Motivation, Opportunities, and Threat have a significant influence, and Ability is not. Motivation is also shown as dominant variable effects on Lecturer efforts to improve academic positions.

Keywords: *Motivation, Ability, Opportunity, Threat, Academic Achievement*

1. BACKGROUND

Globalization era leads to more complex challenges faced by individuals and organizations. The situation forces every individual and organization to consider and develop strategic components to be able to face any kind of challenge and change. Higher education institution as a strategic nature are expected to produce a variety of information and the ideas are urgently needed by the institutions and people who

want to enjoy according to his needs. With the establishment of an educational institution there is variety of idealism that is reflected, not only from physical assets and human resources, but also the dynamics of knowledge on which to embrace. The University/College Activities as listed in the "Tri Dharma Perguruan Tinggi" (The Three Main University Activities) is a great way to assess the existence of higher education nationally. The ability of lecturers from each field is measured to rank the university status granted by the Government.

University X has five faculties namely Faculty of Economics (majoring in Accounting, and Management), Faculty of Agriculture (Department of Livestock, Agriculture and Aquaculture), Faculty of Law (Department of Civil and Criminal), Faculty of Industrial Psychology, Faculty of Engineering (majoring in Industrial Management, and information). University X has an active student as much as 7.850 students. The university-owned teaching staffs are as follows:

Table 1: Lecturer University of X

Lecture Status:	Number of people
Permanent Lecture	78
Non Permanent Lecture	114
Based on Education:	
S1	87
S2	61
S3	43

(Source: Bureau of Public Administration University of X)

As a private university, University X requires a lecturer with the adequate and appropriate rank of status. However, many lecturers in their effort to realize an increase in their academic position seem not too optimal and they face many problems. Many lecturers are supposed to have reached a certain academic position when viewed from their tenure. Unfortunately, they were still in lower ranks of they are supposed to be. This condition occurs uniformly almost in each faculty. This situation raises question "why it happens", hence the authors would like to examine the various factors that affect the lecturers in improving the academic position. When it seen from the ratio of lecturers and students, the numbers of lecturers still do not meet the requirements, so that why university still use some non-permanent lecturers from other universities.

The Maslow's theory is the best known theory of work motivation. Maslow argued that humans are in pursuit of their needs on an ongoing basis. If one need is fulfilled, then it is immediately replaced by another need. This process is non-stop desire to motivate humans from birth to death. There are five groups of needs are physiological, security, social, esteem, and self-actualization needs (Munandar, 2001:327). Refers to Maslow's theory, the effort to improve the academic position is a behavior driven by the specific motivation for increasing needs. Whatever the motivation, whether motivation is driven by physiological, safety, social, self-esteem, and self-actualization needs, it may constitute a driving force in efforts to improve the academic position of lecturers. Therefore, research is needed to know how much motivation will affects lecturer efforts in improving their academic positions, as well as which aspect of motivation influence in improving the academic position.

To be able to take part successfully in the education world, lecturers require deploying their capabilities. Deployment of capabilities embodied in the process of learning and research which would affect their service rank. This raises the question whether the lack of deployment of capability result in the slowing increase of the faculty ranks. The higher level of the person's ability, the more activity in teaching and learning and research would be. Furthermore, it will increase the cumulative credit point that can be used in improving the academic position. The possible difficulties of effort in improving the academic position could also caused by smaller opportunity of one lecturer compared to the other. The further question is, whether it is possible that the smaller the chance, the lower effort in improving the position of academic faculty. With so many variety of lecturers jobs, combine with too heavy teaching load, and less bureaucratic support, it may causes the possibility of the effort of academic positions is obstructed. Based on the issues mentioned above, this study focuses on analyzing the motivations, capabilities, opportunities and barriers or constraints that affect to efforts in Improve the academic position of lecturer at the University X of Surabaya.

Based on this background then some problems can be formulated as follows:

1. Is the variable Motivation, Capabilities, Opportunities, and Barriers simultaneously and partially influence to the lecturer efforts in improving the academic position?
2. What is the dominant variable on faculty efforts in improving the academic position?

The purpose of this study to determine and analyze the influence of motivation, abilities, opportunities, and barriers to the lecturer efforts in improve academic positions. Benefits of the research are: (1) Provide information for the university in order to enhance the efforts of tenured faculty to enhance academic positions, making it beneficial for institutions through qualified human resources in this time lecturer with a higher rank; and (2) Can be used as a reference for subsequent researchers who will conduct research on the improvement of academic positions.

2. THEORETICAL REVIEW

Lecturer efforts in improving the academic positions

Effort is a force or a thought expended or committed by a person at the time of doing activities. Working conditions affect attitudes towards work and labor organizations, and furthermore directly affects the amount of effort to do the job (Munandar, 2001: 351). Effort is the willingness, determination, and spirit of the work in achieving the needs, objectives, expectations, and rewards (Hasibuan 2003:76). Moreover, the lecturer academic positions can be meant:

1. The ability to carry out higher duties and responsibilities.
2. Awards for academic achievement that has been achieved.
3. Recognition of academic skills and ability in the academic life.
4. Expectations and opportunities for developing of scientific and professional identity for the sake of achieving the highest position (Kopertis East Java Region VII, 2001, 1).

In every two years lecturers have the opportunity to improve their academic position. However, unlike in other institution, an increase in academic positions cannot be obtained automatically, but through an



attempt to collect a number of credit points gained through the implementation of the Three Main University Activities. From the perspective of the organization, the more lecturers achieve certain rank of academic positions in accordance with their tenure, the better the organization will be. Therefore, it is necessary for faculty efforts to achieve a certain rank, though many other measures used to determine the lecturer performance, but in light of the organization interests then the lecturer efforts to improve academic positions can be considered as a lecturer performance.

Performance is an achievement of tasks performed by a person in carrying out assigned duties of the company. Individual performance is the basis for the organizational performance; therefore, managers must have a knowledge or understanding about factors that possibly affect individual performance. Winardi (2002:115) states that the individual attitudes, organizational work efforts, and organizational support will influence an individual performance. Should individual expect an intrinsic reward for their performance, then motivation to achieve such performance will be directly and positively affected. Goal Theory explains that a person's productivity or achievement depends on the person's motivation of their work performed. The higher the motivation for someone to do the job, the higher the level of productivity will be. (Suprihanto, 1987 in Mamik, (2010: 86).

Wilson and Western (2000), as cited by Analoui and Fell (2002:280) stated that performance management is a continuous process of determination, hope of things that support performance, review and assessment of performance, and finally the determination of performance standards. Timpe (1993:3), moreover, stated that below standards employees' performance may be caused by a number of factors, ranging from poor working skills to insufficient motivation, or poor working environment. This is consistent with the research results by Purnomowati (2006:347) stated that motivation for need achievement, need affiliation, need of power have significant influence towards performance. Performance assessment is a tool to evaluate the employees' work, and to develop and motivate employees (Simamora, 2000: 415). Strauss and Sayles (1991: 15) states that rank promotions are:

1. Promotion is one of the most visible rewards for good performance as well as an important resource for motivating employees.
2. Promotion through career promotion is often cheaper than outsourcing fully qualified candidates.
3. Promotion programs provide the best way for most organizations in order to meet the objectives of approved activities.

Motivation

Motivation is something that cause, and support human behavior. Motivation is a cause that will lead to behavior towards one specific goal or reason, basic mind for a person to act, or the main idea that has a major effect on human behavior, usually a single event of the past, memories, images of fantasy, and certain feelings (Kartono, 1994: 46). According to Timpe (1993:4) motivation cannot be imposed; motivation must come from our selves, the individual is motivated by a variety of influences, and individual motivations are deliberately controlling the level of motivation itself. Two important sides of motivation are generating of motivation (behavioral activation) and directing of motivation (mobilizing a particular direction).

Motivation is a process in which people needs encourage someone to do a series of activities that lead to the achievement of certain goals. Successfully achieved objectives will satisfy or meet those certain needs. Unfulfilled needs will create a tension that drives to perform a series of further activities to achieve specific goals in order to reduce the tension. Not all needs can be satisfied at once. However, when one need is satisfied, then, another need come. Satisfying the needs is ongoing process consciously or unconsciously. Motivation of labor changes during working time as a result of the interaction between labor and the working environment. Labors began to work with a certain degree of motivation, depending on what is experienced during their work, and depending on how they perceived rewards that given to them on their performance. This, furthermore, will cause an increase or decrease of their work motivation. Motivational consists of many aspects such as needs, objectives, activities, and energy used to carry out activities, one's motivation can be more proactive and reactive character of (Munandar, 2001:323-324).

Schermerhorn (1996:27) stated that the motivation is a term used in the field of organizational behavior, to explain the power of self-contained on an individual, which becomes the cause of level, direction, and persistence of efforts undertaken in the works. Winardi (2001:2) stated that motivation predicts the effort. Moreover, efforts together with the individual properties as well as organization predict the performance of the organization. Highly motivated person is someone who carrying out substantial efforts to support production and organizational goals of the working unit where he works; meanwhile non motivated person is someone who work with only using their minimum effort. Motivation leads and support human behavior willingness to work diligently and enthusiastically in order to achieve optimal results (Hasibuan 2005, in Suhartini andYusiyanti, 2007). Furthermore, Wahjosumidjo (1994: 174) stated that motivation is a psychological process that reflects the interaction between attitudes, needs, perceptions, and decisions occur in a person. Motivation as a psychological process arises from internal factors is called the intrinsic factors, and from external factors called extrinsic factors. Intrinsic factors may include personality, attitude, experience, education, expectation, and hope to reach the future. Meanwhile extrinsic factors can be caused by numerous sources, such as the influence from leadership, colleagues, and other environments. Motivation is a desire in a person found to stimulate individuals to perform actions (Hasibuan, 1990: 184).

Stoner (1996:88) states that according to Maslow someone will be motivated to meet the needs of the most powerful if at a given moment. Handoko (1994:256) states that the Maslow's theory of need is a most widely known theory of motivation. Maslow argued that human condition is always in sustainable pursuit of their needs. When one need met, then it will be replaced by the other needs.

Ability

Robbins (2001:173) stated that ability is the person capacity in doing various tasks in their job. Capability is an integral skill in completing a job. Capability is necessary for employees to be able to complete a task or job. Wexley and Yukl (1992:214) stated that the ability is something that brought people to the workplace such as: skills, knowledge, interpersonal skills and technical prowess. If employees do not have ability to do any work, they may not be able to produce good work. Skills and expertise can be distinguished. Skill is the ability inborn or learned which allows person to do something mentally and physically, while expertise is the ability to deal directly with such tasks as operating a computer, machinery, and personal components.

According to Gibson (1997:54) the ability is innate or learned characteristics that allow one carry something mentally, while skills are job-related skills that are owned and used at the right time. Mangkunegara (2000: 67) states that psychologically the ability of staff consists of the potential ability (IQ), and knowledge and skills; it means an employee who has an IQ above average in his position and has an adequate skill in doing day to day, then it will be easier for him/her to achieve the expected performance. Therefore, employees need to be placed in a job based on his expertise.

Factors may affect the ability of employees, according to Hasley in Kossen (1991:189) is knowledge, initiative, and attitude. Moreover, Robbins (2001:37) states that there are several dimensions of capabilities are: **Number aptitude** (the ability to understand numbers or calculations), **Verbal comprehension** (ability to understand the reading or hearing), **Perceptual speed** (ability to identify similarities or differences as appropriate), **Inductive reasoning** (ability to identify problems and problem solving), **Deductive reasoning** (a person's ability to use logic and argue), **Spatial visualization** (a person's ability to imagine an object changes when it changes), and **Memory** (a person's ability to remember things that have been acquired or experienced).

Sustermeister (1988) cited by Hapsari (2001: 3) says that the work is influenced by several factors, namely the ability: knowledge in the form of education, experience, training, interests, and skills and personality. Those elements will be realized in the ability to implement "Tri Dharma" of Higher Education, such as, Teaching, Research, and Community Service, which will be as variables in this study.

Opportunity

Robbins (2001:173) states that: "Opportunity to perform high levels of performances is partially of function of an absence of obstacles that constrained the employee". In addition to motivation, and ability, there is another factor known as environmental factors of the person or employee. This environmental factor would interact with the other two factors. According to Cummings and Schwab (1973), as quoted by Blumberg and Pringle (1982:564) stated that: "Since performance is ultimately an individual phenomenon, environmental variables influence performance primarily through their effect on the individual determinants of performance, ability and or motivation".

Because performance is individual phenomenon then the environmental variables affect performance known as an opportunity. Opportunity is an open future condition in that has never been experienced by a person or organization other than those which have or are experiencing, and it contain uncertainties (Mulyadi, 2001: 121).

Blumberg and Pringle (2001: 565) states that the opportunity should be defined broadly not merely for individual work environment. Opportunity consists of several power configurations that surround a person and his mission, which will facilitate or impede the performance of that person and are beyond one's control. In creating performance, opportunity have to interact with ability and motivation, however like ability and motivation, opportunity cannot stand alone to create a performance. Companies are required to better recognize employees by providing guarantees or opportunities to develop careers within the company, and more appreciative of their work (Yusiyanti and Suhartini 2007:163). Staffs or lecturers, in company or education, have not utilized their maximum capacity yet. For example in order to get credit points in improving academic positions, there are opportunities for



lecturers to do research, write journals, unfortunately not all lecturers use these opportunities. Similarly, the chance of supervising student's thesis, due to student interest is high in particular field, and low in other areas, therefore it will reduce the opportunities for lecturer in supervising thesis based on the lecturer expertise.

The rank promotion is conducted at least once or twice a year in office. Those who cannot use credit points for promotion due to late collection, then their credit points can be used on subsequent promotions. This is an opportunity for lecturers to quickly increase their academic positions.

Threat

There are two kind of situations such as problem situation and choice situation when some one selecting decision or action. By taking a decision or perform an action, then person will enter the problem situation. In this situation a person faces various problems threats or barriers in its efforts to achieve a desired goal. The process and magnitude of the effort to overcome threat in order to achieve the goal describes the motivation (Munandar, 2001: 320).

Threats are the external environmental factors of individuals that do not give benefit which would be an obstacle for an organization or individual in improving academic positions (Munandar, 2001). Barriers that exist on some lecturers in improving academic positions include:

1. Lecturer structural position will reduce a chance not to do research, write journal writing, and work public society.
2. Lack of equality for every lecturer in academic activities, such as teaching, supervising, and mentoring practice fieldwork.
3. Not all teachers have the same opportunity in conducting the research, due to the lack of funding from institution.

Linkages Motivation, Capabilities, Opportunities, and Threats to Lecturer efforts to improve their academic positions

Every human action is driven by a certain motivation. Measures to improve academic positions are not independent from their motivation background. When motivation is low, its performance will also be low. Low motivation lecturer will have low efforts in improving their academic positions even though they have good existing ability, and good opportunity. For example, scholars who working in an education institution as expertise; they have opportunities and necessary skills. However, due to the working atmospheres and institution's policies are not in line with their expectations, low respect for the academic positions, very limited research opportunities, it will decrease its spirit and performance. On the other hand, if their work motivation is big, but the opportunity to use their skills does not exist or unavailable, then its performance will also be low. Whereas when employees' motivation is high and opportunities exist, but because their expertise in a particular field is not improved, then their performance will not be high. Person's motivation can be more proactive or reactive patterned. Proactive motivated person will try to improve their ability in accordance with the capabilities required by job, or they will seek, find or create opportunities where they can use their ability to produce high performance. Conversely, reactive motivated person tend to wait and see for the effort or offering from

their environment. They are going to work if it is driven by outside forced to work. Motivation and ability as well as an opportunity will affect efforts to improve lecturers in their academic positions.

Expectations to proceed benefits, rewards, good working relations, and provided promotional opportunities to improve their performance, as well as interesting job, will create the motivation to use their best possible ability to achieve expected performance companies (Munandar, 2001: 326). Dessler (1997: 50) states that the employee successful performance is not only dependent on their motivation but also on their ability. Dessler (1997:51) also cites Schein's research said that those who are qualified for the job must competence in three areas, namely a combination of analytical, interpersonal, and emotional competences.

1. Analytical competence is ability to identify, analyze, and solve problems under conditions of incomplete information and uncertain condition.
2. Interpersonal competence is ability to influence the supervisor, lead, manipulate, and control people at all levels.
3. Emotional competence is the capacity to be simulated by emotional and interpersonal crises rather than attenuated or spent by their power, and also capacity to assume a high level of responsibility without becoming weak.

Robbins (2001:174) states that when employee is valued as does not present good performance, while they are able to do that, it must be seen whether their working environment support them or not. Performance evaluation sometimes still seems subjective; superiors tend to be less brave to give minimal values their subordinates. It is because of lack of clear assessment standards, lack of assessment capabilities, and an understanding that the results of performance evaluation will determine the employee's future (Prawitowati, 2009: 39).

Fisher (1995) cited by Anailoi and Feel (2002:284) states that people can be motivated by recognition, respect and the opportunity to develop and use the best skills and expertise. This supports the Randle's opinion (1984) in Anailoi and Fell (2002:280) who states that consistently show attention and recognition to employees is something that is important in maintaining their motivation.

Rao (1986:29) states points that make employees more accomplished and useful are as follows:

- a. Employees will work harder if they feel that they are needed in the organization.
- b. Employees will work better if they feel clear what is expected from them, and if they are occasionally authorized to change their expectations.
- c. Employees will work better if they feel that the organization provides opportunities for their achievement to be appreciated and rewarded by organization.
- d. Employees will work better when they know that organization giving them the opportunity to develop and use their abilities as far as possible.
- e. Employees will work better if they are trusted and treated with respect.

From the above citations, it can be seen that the motivation in the form of material rewards, incentives, etc., are not enough to motivate employees. Non-material motivation is also needed given by the leader as one who plays a role in encouraging an increase in employees' performance. Motivation can be either to promote, to reward the outstanding work that has been done, to provide working facilities, staff



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development, such as education and training and many forms of motivation given by leaders in order to improve employee performance.

3. CONCEPTUAL FRAMEWORK AND HYPOTHESES

Faculty efforts to improve the academic term is the intensity and frequency of efforts to obtain the number of credit points associated with the implementation and completion of tasks related to the "Tri Dharma" of Higher Education with the ultimate aim is improving the academic positions. Academic position is one of many performance measurements of lecturers in universities, and furthermore, academic positions will have an influence either directly or indirectly for faculty, and especially for the college.

However, the real phenomenon shows that some lecturers do not take advantage of the opportunity and time available to improve their academic position based on the time set by the Government. This gap encourages to do research to find an answer why it is happens.

Hypothesis

Based on the above theoretical basis, then the hypothesis can be formulated as follows:

1. Motivation, Capabilities, Opportunities, and Threats partially and simultaneously influence significantly on the Efforts in improving lecturer academic position.
2. Motivation has a dominant influence on the Efforts in improving lecture academic position.

4. METHODS

The population in this research is 78 lecturers of University X, Surabaya, and as sample is 63 permanent lecturers of the University of X. Purposive sampling techniques is done by taking these people who met the criteria possessed by the sample. The criteria are as follows:

1. Permanent Lecturers who conduct activities of Tri Dharma.
2. Has been appointed as a lecturer of University X prior to 2003.

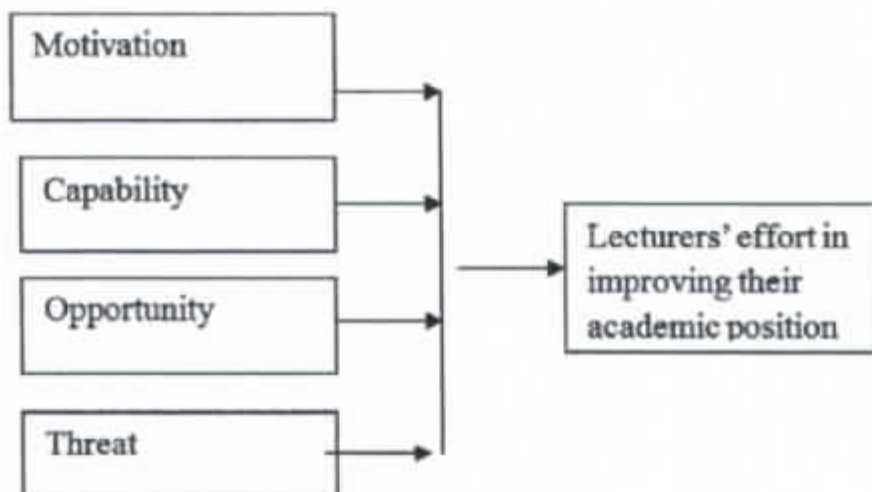
From 78 lecturers, 63 lecturers meet the criteria as population target, then using census all 63 population target is taken as sample.

Research variables and Identification of Variables

The variables used in this study are as follows:

1. Dependent variable (Y) is Lecturer efforts in improving the academic position.
2. Independent variable (X) are: Motivation (X1), Capability (X2), Opportunity (X3), and Threat (X4)

The model of analysis is as follows:

**Operational Definitions****Lecturer efforts in improving the academic position (Y)**

Lecturer effort in improving the academic position is the ratio between the academic positions that has been achieved by years of service. Ideally lecturer is promoted every two years.

Motivation (X1)

Motivation is the person needs that drive them to improve their academic positions, consist of:

1. Physiological needs include:
 - a. The need for increasing revenue.
 - b. The need for improving the family welfare.
2. Security needs include:
 - a. Needs for life insurance in the old age.
 - b. The need to extend the working tenure.

3. Social needs include:
 - a. The need to improve the social status within the institution.
 - b. The need to improve the social status in the society.
4. The award include:
 - a. The need to demonstrate the work ability.
 - b. Successfully as a lecturer.
5. Self-actualization needs include:
 - a. The need for contributing abilities in the workplace.
 - b. The need to strengthen the academic life in the university.

Primary data obtained from the questionnaire was measured using the 5 intervals Likert scale range from strongly disagree/very unimportant with score of 1 to strongly agree/very important with a score of 5 for each answer to the question posed in the list.

Ability (X2)

Ability is the capacity of a person in doing various tasks of "Tri Dharma" to improve academic positions include:

1. Ability to work with other professors in the field of teaching.
2. Ability to creative in teaching methods.
3. Ability to conduct research and scientific work.
4. Ability to perform in community service.

Opportunity (X3)

Opportunity is defined as how much the teachers feel they have opportunities to improve academic positions.

Threat (X4)

Threats in improving academic positions consist of:

- a. Busyness and other activities provided by the University of X other than teaching-learning process.
- b. The absence of an optimal opportunity to do research due to lack of funding.
- c. The less support from bureaucratic.
- d. Uneven policies in providing teaching load.

Classical Test Assumptions

To find out whether the resulting regression model is a model of linear regression that produces an unbiased estimator, then tested the model assumptions of classical symptoms of deviation (Algifari

2000: 83). Classical model assumptions test must be met to obtain a good regression model is: autocorrelation, heteroskedasticity, multicollinearity, and normal curve. The next phase is test the hypothesis as follows:

Regression analysis (F test and t test)

After testing the validity, reliability, and Classical Test Assumptions made, the stages further is analyzing the data using Multiple Regression Analysis. The regression equation is as follows: $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$

5. GENERAL DESCRIPTION OF RESPONDENTS

Based on Age

Data obtained from a study of 63 permanent faculty respondents ages varied as follows:

Table 2: Respondent based on age

Age	N	%
27-34	11	17,46
35-42	29	46,03
43-50	19	30,15
51-58	2	3,17
59-65	2	3,17
Total	63	100 %

(Source: Respondent responses).

Based on sexes

Table 3: Respondent based on sexes

Sex	N	%
Male	32	50,79
Female	31	49,20
Total	63	100,00

(Source: Respondent responses).

Based on marital status**Table 4: Responden based on marital status**

Marital Status	N	%
Married	59	93,65
Not Married	4	6,34
Total	63	100

(Source: Respondent responses).

Based on educational level**Table 5: Responden based on educational level**

Educational level	N	%
Undergraduate (S1)	14	22,22
Master (S2)	49	77,77
Doctoral (S3)	-	
Total	63	100

(Source: Respondent responses).

Based on working tenure**Table 7: Responden based on working tenure**

Working tenure (years)	N	%
3-6	5	7,93
7-10	13	20,63
11-14	22	34,93
15-18	23	36,51
19-21	0	0
Total	63	100 %

(Source: Respondent responses).

Validity and reliability

Validity test was conducted and all items were considered valid, meanwhile the reliability test showed that Cronbach Alpha coefficient over 60%, it means reliable. Moreover, classical assumption test showed that there is no autocorrelation, whereas heteroskedasticity test and multicollinearity indicated in table 8 below.

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std Error of the Estimate	Durbin – Watson
1	.491a	.241	.189	.8869	1.821

a. Predictors: (Constant), Motivation, Ability, Opportunity, Threat

b. Dependent Variable: Lecturer effort in improving their academic position

Table 9: Multicollinearity test

Variable	Tolerance	VIF
Motivation (X1)	0,825	1,212
Ability (X2)	0,913	1,095
Opportunity (X3)	0,848	1,179
Threat (X4)	0,973	1,028

Hypothesis testing**Simultaneous test (F test)**

This test was conducted to determine whether all independent variables included in the model have significant influence on the dependent variable. Multiple regression tests showed the following result.

Table 10: ANOVAs

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	13.838	4	3.460	4.603	.003a
Residual	43.590	58	.752		
Total	57.429	62			

a. Predictor (Constant), Motivation (X1), Capability(X2), Opportunity (X3) Threats (X4),

b. Dependent variables: Lecturers Effort In improving academic position (Y).

Table above shows the F value is 4.603 and significance F of 0.003 means that the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. It means that Motivation, Capability, Opportunity, and Threats simultaneously influence the Lecturer efforts in improving academic position.

Table 11 below shows that the correlation coefficient (R) of 49.1% which means the relationship between independent variables and dependent variable is not so strong. The coefficient of determination (R²) was 24.1% which means that the dependent variable can only be explained by 24.1%, the rest of 75.9% explained by other variables that are not examined in this study.

Table 11: Model Summary

Model	R	R Square	Adjusted R Square	Std Error of the Estimate
1	.491 ^a	.241	.189	.8869

- a. Predictor (Constant), Motivation (X1), Capability(X2), Opportunity (X3) Threats (X4).
b. Dependent variables: Lecturers Effort in Improving academic position (Y).

Partial test (t test)

This test is to determine the partial influence of Motivation, Ability, Opportunity, and Threats toward Lecturer effort in improving academic position.

Table 12: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig t
		B	Std Error			
1	(Constant)	1.809	.952		1.901	.062
	Motivation	.287	.138	.261	2.075	.042
	Ability	.112	.186	.072	.602	.549
	Opportunity	.308	.154	.249	2.005	.050
	Threat	-.253	.120	-.243	-2.099	.040

- a. Dependent Variabel: Lecturer effort in improving academic position

The results showed that the partially all independent variables have a significant influence in Lecturer effort in improving academic position, except Ability.

The resulting regression equation is as follows:

$$Y = 1809 + 0.112 + 0.287X_1 + 0.308 X_3 - X_4 0.253$$

Constants shows figure of 1.809 indicates that level of Effort without the influence of independent variables. Regression coefficient for Motivation 0.287 means that the greater the motivation of lecturer, the greater the effort of lecturer in improving academic positions would be, with the assumption that other variables are constant. Regression coefficient for Ability is 0.112, Opportunity is 0.308 mean that the greater the lecturer's ability and opportunity, the greater the effort in improving their academic positions would be, with the assumption that other variables are constant. On the other hand, the regression coefficient of Threats is -0.253 means that the greater the lecturer threat, the less lecturer efforts to improve their academic positions, assuming other variables are constant.

6. DISCUSSION

As stated in the previous paragraphs that the hypothesis stated Motivation, Abilities, Opportunities, and Threat have significant influence towards Lecturer effort in improving academic position is accepted. In addition to, there are still other elements that need attention than motivation, abilities, opportunities and threat. Research by Darmasetiawan (2001) showed that organization climate, pride, loyalty, and willingness significantly influence the lecturer effort in improving academic position. Compared to the influence of motivation, abilities, opportunities, and threats, the organizational climate, pride, loyalty, and willingness seems to have greater influences. Efforts to improve performance also related to several factors including the commitment and organizational climate. This support previous research by Jenk (1990) which states that organizational climate plays an important role in stepping up efforts to achieve performance. It can be emphasized that these efforts will occur if there is an interaction between an individual's personal goals with organizational climate. Efforts influence an individual's performance. Therefore, individual efforts in higher education should be managed in a good way to increase faculty resources that furthermore will affect the quality of degree graduates. Management efforts in improving the academic position shall be improved or altered, such as, managing budget, comprehensive programs, plans and desired outcomes of the organization must be communicated, and the supervision of academic position improvement needs to be done.

The partial regression test showed that all independent variables had significant influence on lecturer efforts in improving academic position except Ability. It means that higher ability is not followed by the number of lecturer effort in improving their academic position. It can be seen, in general, that many lecturers who have high ability, but still hank low rank when compared to services time. Motivation is a variable that have dominant influence on the Lecturers efforts in improving academic positions. Lecturers will seek and take advantage on existing opportunities wherever possible to quickly improve their academic positions. This opportunity is available in every two years of academic tenure.

Opportunities are significant variables that influence on lecturer effort in improving their academic position. It can be seen that the lecturers take advantage on any existing opportunity to get credit points in improving academic positions.

Threat is also significantly affect the lecturer in improving their academic term. It means, the greater the threat, the smaller the opportunities to enhance academic positions would be. This happens because most professors also held the position of the structural, administrative personnel, as well as in other activities. Consequently, lecturers do not have time to manage their rank, to do journal writing, to do research, and community service, as well as lack of funding from the organization. Last but not least

there was also a less bureaucratic support. This will minimize the opportunities for improving academic positions.

7. CONCLUSION AND SUGGESTIONS

Conclusion

Based on the analysis and discussion of research results, some conclusions can be drawn as follows:

1. Motivation, Abilities, Opportunities, Threats simultaneously have a significant influence effect in increasing the Lecturer academic position effort. The tests results also show that the partial motivation, opportunities, threats have a significant influence except the ability. The coefficient of determination shows that the dependent variable can only be explained by 24.1% independent variable, while the rest (75.9%) are influenced by other variables that are not examined in this study.
2. Motivation is a variable whose have dominant influence other than other independent variables.

Suggestion

1. Superiors need to motivate lecturers to diligently working to improve their academic position, by also providing opportunities and reducing barriers in the form of a long bureaucratic process of handling promoting academic faculty positions.
2. Need the encouragement and support from the University for lecturers in improving their academic positions to manage the credit rate that has been obtained by lecturers, to provide information when lecturers must improve their academic positions through the Bureau of Public Administration.
3. Further research needs to be done, because there may be significant differences seen in other places at the State University or at other private universities.

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