

The Influence of Work Team, Trust in Superiors and Achievement Motivation on Organizational Commitment of UIN Sultan Syarif Kasim Riau Lecturers

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ABSTRACT: This study aims to obtain information about the effect of teamwork, trust in superiors, and achievement motivation on lecturers' organization commitment at State Islamic University of Sultan Syarif Kasim Riau. The research was conducted to all lecturers in the Faculty of Education and Teacher Training at the university. It is a survey research method using a quantitative approach. Hence, it applied the data path analysis to test the research hypothesis. A total of 180 from 240 lecturers were selected as random samples (simple random sampling) through the use of Slovin formula. The results of the study reveal that: (1) there is a direct effect of teamwork on lecturers' organization commitment; (2) there is a direct effect of trust in superiors on lecturers' organization commitment; (3) there is a direct effect of achievement motivation on lecturers' organization commitment; (4) there is a direct effect of teamwork on achievement motivation; (5) There is a direct effect of trust in superiors on achievement motivation. Therefore, based on these findings, it can be concluded that teamwork, trust in superiors, and achievement motivation can increase the organization commitment of the lecturers at State Islamic University of Sultan Syarif Kasim Riau. The novelty of this research can be seen from the dominant variables affecting lecturers' organization commitment, where the dominant achievement motivation most influences the commitment.

Keywords-Teamwork; Trust; Achievement Motivation; Organization Commitment

I. INTRODUCTION

A strong organization requires human resources who are highly committed to the organization. In relation to higher education as a form of organization, organizational commitment is important to improve the quality of higher education. Lecturers with high organizational commitment are assumed to have high involvement in running the tri darma of higher education [1], [2], [3]. In addition, high commitment is also expected to keep lecturers present, active, and persistent in universities where people become lecturers. Thus, it will be easier and more effective to involve them in efforts to improve the quality of higher education.

In addition, lecturers who have high commitment will always struggle and try their best for the progress of their organization [4]. High commitment will also encourage the growth of innovative and creative attitudes and avoid fraud that is detrimental to the organization [5], [6]. The lecturer's commitment to his organization is not just without cause. In this study there are three variables that want to be examined to influence the commitment of lecturer organizations, namely the work team, trust in superiors and motivation to excel.

Lecturers are a teamwork unit, meeting to discuss the organization's vision, institutional mission, and operating principles and policies to ensure their understanding [7], [8]. All team members must have a common goal, they must work to achieve those common goals. Individuals in a team that doesn't work well will have little purpose in general. Team members will depend on each other.

Team achievement depends on the performance of each team member [9], [10], [11], [12], then high yield dependency also implies that team members depend on the performance of other team members for the rewards they earn. On the contrary, a low-level yield dependency exists on teams where individual members receive rewards and penalties based on their own performance, regardless of the team's performance [13]. Thus, the role of each team member is very important in order to build success and smoothness. One factor that can support such success is trust in the boss.

Trust that reflects a desire to tether positive expectations to others based on integrity, competence, loyalty, and high openness [14], [15] can also resurrect the commitment of lecturer organizations. Leaders who have integrity, competence, consistency, loyalty and high openness will encourage lecturers to trust him [16], [17]. On the other hand, leaders who lack integrity, competence, consistency, loyalty, and openness will instead reduce the potential commitment of lecturer organizations to institutions [18], [19], [20].

Another important personal factor to review is the motivation of achievement. High-achieving motivation can influence a person's organizational commitment [21], [22]. The motivation to achieve achievement is the motivation in a person in achieving the goal [23], [24]. Someone who has an accomplished motivation in general they have a desire to excel, a desire to succeed in work, strive to work hard, compete healthily, perform tasks well, be unyielding, creative and innovative. The motivation of the achievement that exists in him encourages to do the job to the maximum so as to produce maximum work or performance [25]; [26]. This is if there is in the lecturer then the commitment of the organization will be high. Conversely, if the motivation of achievement is not possessed by the lecturer the commitment of his organization will be low.

Furthermore, motivation is essentially a synergy that encourages subordinate organizational commitment by providing all its capabilities and skills to realize the organization's goals [27]. The skills and skills of lecturers are meaningless if they work is not based on strong achievement motivation to achieve optimal work results. Although it is now starting to realize that the work team, trust in superiors and motivation to achieve is an important factor to increase the commitment of the organization, it has not been widely applied in universities, including at Sultan Syarif Kasim Riau State Islamic University (UIN Suska Riau). The indications include: the number of duties and responsibilities of lecturers that have not gone well, the lack of ideas that can be useful to develop institutions, the weakness of lecturers, low motivation, and lack of efforts that lead to the progress of institutions.

Based on the facts in the field that researchers found by making initial observations in the Faculty of Tarbiyah and UIN Suska Riau Teachers, researchers found that eight out of 11 lecturers expressed their reluctance to be actively involved in activities in the Faculty. The reasons expressed vary, two of them say that the activity is not part of the task, three people said that the Faculty Leader has appointed a specific person, and three lecturers said that it is the job of the younger lecturer to carry out the activity.

Of the 11 lecturers, six stated that they were less concerned with the preparation of learning devices (RPP)/Syllabus which is the individual duty of lecturers. The RPP he compiles is the same device from year to year, replacing only the year of study. Three respondents mentioned that the RPP he used was found by copy-pasting from the internet, then just replaced physical data, such as class name, year of study, etc. The facts in the field also show that seven of the 11 lecturers stated not knowing the vision and mission of the faculty, and claimed not to be trying to figure out what the vision and mission of the faculty was. They think that the vision and mission of the faculty is an administrative task of the faculty that is composed only to adequately requirements as a faculty that has a vision and mission. Whereas a lecturer should realize that the vision and mission of the faculty is a value and objective that is understood and accepted by all members of the organization including lecturers, together trying to realize the vision and mission of the faculty with a series of businesses and activities. Lecturers as members of faculty organizations work together with all parts of the organization to achieve the vision and mission set by the faculty.

In addition, the remuneration policy set by the leadership is the payment of 25% for Permanent Lecturers and 20% for lecturers does not remain very negatively impacted on the motivation of the lecturer's achievement. The motivation of low achievement of lecturers affects the level of lecturer's commitment to the faculty. This is seen in the average point of achievement of lecturer remuneration which is only reached 60%.

The collected facts imply that lecturers' commitment to their duties in the faculty is still low, and subsequently impacts on the faculty's objectives. The low commitment of lecturers to complete their duties is an indication that lecturers have a low organizational commitment. Seyogyanya lecturers who are well committed will carry out their duties well and engage actively (Luailiyah et al., 2020) in faculty development efforts and ongoing faculty programs.

The above phenomena are quite interesting for the author, so the author seeks to scientifically examine the influence of the work team, trust in the boss and the motivation to achieve the commitment of the lecturer organization at UIN Suska Riau.

II. METHOD

The design in this study uses a quantitative approach with causal methods with a *path analysis approach* [29]. The variables to be reviewed in this study are: (1) Team Work, (2) Trust, (3) Achievement Motivation, and (4) Organizational Commitment. This research was conducted at UIN Suska Riau, especially at the Faculty of Tarbiyah and Teacher's Office located in Jl. Subrantas, Km. 15, Tampan, Pekanbaru, Riau Islands Province. The research was carried out for 6 months starting from January to June 2019.

The population in this study is a lecturer of Faculty of Tarbiyah and Teacher of UIN Suska Riau which numbered 240 people. In setting the number of samples based on the Slovin Formula. Based on the above formula obtained a sample unit of 180 lecturers. Sampling is done in *simplerandom sampling*. In this study, data collection was conducted using a questionnaire with a rating *scale*. This was done to assess lecturers at UIN Suska Riau who were sampled. The assessment scale for organizational commitment variables, work team, trust, and motivation to excel, has five categories of answer options, namely (A) strongly agree / always, got a score of 5; (B) agree / often, get a score of 4; (C) disagrees sometimes, gets a score of 3; (D) disagree / rarely, got a score of 2; (E) strongly disagrees/never, gets a score of 1.

The data analysis technique used is a descriptive and inference data analysis technique. Descriptive use of data analysis techniques to obtain an overview of the characteristics of the spread of the value of each variable studied. Descriptive analysis is used in terms of data presentation, central size, and deployment size. Presentation of data using distribution lists and histograms. The central size includes mean, median, and mode. Deployment sizes include variance and standard deviations.

While inference analysis is used to test hypotheses using *path analysis*. All hypothetical tests are performed using $\alpha = 0.05$. Before hypothetical testing, the normality of regression error normality test is first performed using *lilliefors technique*. To calculate the positive direct influence of a free variable on a bound variable, it is reflected in the path coefficient. As for determining the coefficient of the path the following requirements are required: (1) the relationship between each of the two variables must be linear, adaptive, and causal relationships; (2) the system adheres to the principle of *eka arah*; (3) all residual variables are not correlated with each other and are also not correlated with the causal variables; and (4) the data of each variable is continuum. In the path analysis model is known two types of variables, namely: exogenous variables and endogenous variables. Exogenous variables exert a positive direct influence on endogenous variables. While endogenous variables are variables that can affect other endogenous variables.

In accordance with the developed frame of thinking, the endogenous variable in this study is organizational commitment (X_4). While exogenous variables include: team work (X_1), trust (X_2), and accomplished motivation (X_3). Calculations are done with computer tools. The program used is the Data Analysis *package* that is contained in *Microsoft Excel* and *IBM SPSS Statistics* version 23.

III. RESULT AND DISCUSSION

Descriptive Statistical Analysis

Organizational Commitment (X_4)

Organization Commitment variable data (X_4) has the lowest score of 53 and the highest 100. Thus, the score range is 47. The average score of the Organization Commitment is 78.92, the median is 79.00 and the mode is 77 and the standard deviation or deviation standard is 10.37. Total score 14,206 and variance 107,614. Under sturgess rules, Organization Commitment score data (X_4) can be presented in the form of a group frequency distribution table consisting of 6 classes and class 7 intervals. As seen in Table 1.

Table 1. Organization Commitment Score Frequency Distribution (X_4)

Interval Class	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
53 - 60	7	3,9	3,9
61 - 68	24	13,3	17,2
69 - 76	39	21,7	38,9
77 - 84	49	27,2	66,2
85 - 92	42	23,3	89,4
93 - 100	19	10,6	100
Total	180	100,0	

Based on the spread of scores shown in Table 1, 38.9% of respondents gave a total score at intervals of 53 to 76 and 89.4% of respondents gave a total score at intervals of 53 to 92.

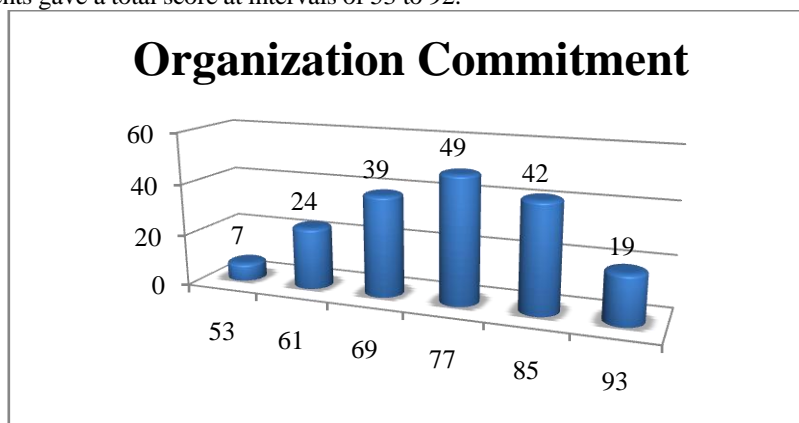


Figure 1. Histogram Average Organization Commitment Score Team Work (X_1)

The Work Team Variable Data (X_1) has the lowest score of 51 and the highest 89. Thus, the score range is 38. The average score of the Work Team is 70.89 with a median of 71, mode 71 and the standard deviation or standard deviation of 8,554. Meanwhile, the number of data is 12,761 and variance is 73,179.

Table 2. Work Team Score Frequency Distribution (X_1)

Interval Class	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
51 - 56	8	4,4	4,4
57 - 62	26	14,5	18,9
63 - 68	36	20	38,9
69 - 74	42	23,3	62,2
75 - 80	42	23,3	85,5
81 - 86	23	12,8	98,3
87 - 91	3	1,7	100
Total	180	100	

Based on the spread of scores shown in table 4.2, 23.3% of respondents gave a total score at intervals of 69 to 74 and intervals of 75 to 80. And 1.7% of respondents gave a total score at intervals of 87 to 91. To show the visual form of the Work Team score frequency distribution, the histogram is used as shown in figure 2.

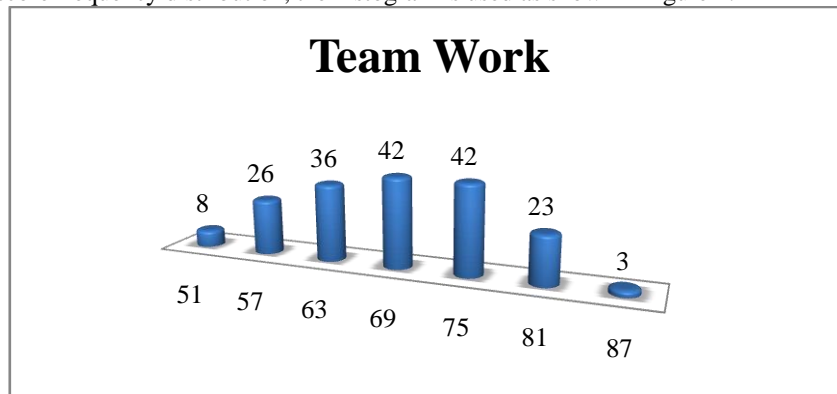


Figure 2 Histogram average score of Team WorkTrust in Superiors (X_2)

Variable Trust data on Bosses (X_2) has a low score of 43 and a high of 90. Thus, the score range is 47. The average score of Trust in Superiors is 74.46 with a median of 75, modus mode 77 and standard deviation or standard deviation of 9,776. As for the total data of 13,403 and variance of 95,579.

Table 3. Frequency Distribution of Trust Scores on Superiors (X_2)

Interval Class	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
43 - 50	1	0,6	0,6
51 - 58	12	6,7	6,7
59 - 66	24	13,3	20,6
67 - 74	52	28,9	49,5
75 - 82	50	27,8	77,3
83 - 90	41	22,7	100
Total	180	100	

Based on the spread of the score shown in table 4.3 above shows the distribution of the total score data of the Trust variable in the Boss. The table shows that the highest frequency is in the interval class of 67 to 74 with a percentage of 28.9%. In the interval class 75 to 82 obtained a percentage of 27.8%, and in the interval class 83 to 90 obtained a percentage of 22.7%. To show the visual form of the frequency distribution of the Trust score on the Top, the histogram is used as shown in figure 3.

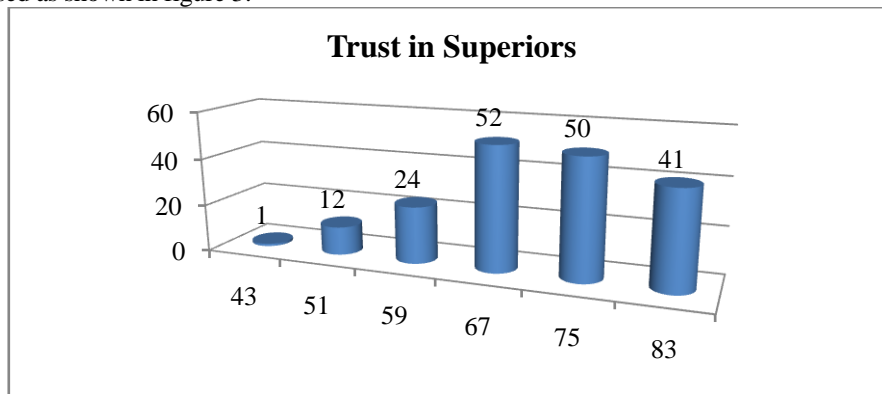


Figure 3. Histogram of total variable score of Trust in SuperiorsAchievement Motivation (X_3)

The Variable Motivation Achievement data (X_3) has the lowest score of 45 and the highest 100. Thus, the score range is 55. The average score of Motivational Achievement is 78.06 with a median of 78, modus mode 77 and Standard Deviation or standard deviation of 11,147. As for the data amount of 14,051 and variance of 124,248. Achievement Motivation can be presented in the form of a group frequency distribution table consisting of 8 classes and 10 class intervals. As shown in Table 4.

Tabel 4. Distribusi Frekuensi Skor Motivasi Berprestasi (X_3)

Interval Class	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
45 - 53	3	1,7	1,7
54 - 62	14	7,8	9,5
63 - 71	30	16,7	26,2
72 - 80	61	33,9	60,1
81 - 89	44	24,4	84,5
90 - 98	24	13,3	97,8
99 - 107	4	2,2	100
Total	180	100	

Based on the spread of scores shown in table 4.4 above shows the distribution of total score data of motivation variables. In the frequency distribution table above is known the highest number of scores of 61 respondents or 33.9%. At intervals 81 to 89, by 24.4%. To show the visual form of the frequency distribution of the Motivational Score of Achievement, the histogram is used as shown in Figure 4.

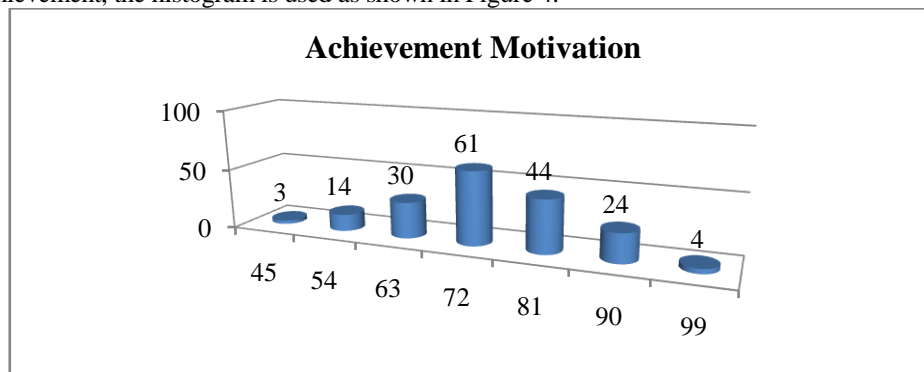


Figure 4. Histogram score total variable Motivation Achievement Analisis Statistik Inferensial

Hypothesis Testing

Before researchers use path analysis in their research, they must devise a model of relationships between variables which in this case is called a path chart. The track diagram is based on a frame of thought developed from the theory used for research. A path chart is a tool to graphically describe the structure of causal relationships between exogenous, intervening variables and endogenous variables. The first step of path analysis is to translate a propositional research hypothesis into a diagram called a path chart.

The Path Diagram model can be explained according to the theory that has been built by the researcher, therefore for the path diagram model there is no default provision all depending on the researcher and the theory that undersizes it. The causal relationship in the analysis of the path in addition can be expressed visually through the path diagram is also expressed in a mathematical equation or structural equation. Based on the diagram model above, the researchers created two structural equations as follows:

$$X_4 = \rho_{41}X_1 + \rho_{42}X_2 + \rho_{43}X_3 + \epsilon_1$$

$$X_3 = \rho_{31}X_1 + \rho_{32}X_2 + \epsilon_2$$

The calculation of the path is divided into the first two structural equations namely 1) The Influence of the Work Team (X_1), Trust in The Boss(X_2),and the Achievement Motivation (X_3)on organizational commitment (X_4)andthe 2nd structural equation namely: TheInfluence of the Work Team (X_1)and the Trust in the Boss(X_2)on The Motivation of Achievement (X_3).

Hypothesis 1

To see how much influence the Work Team (X_1)has on organizational commitments (X_4)is presented in Table 5.

Table 5. Variable Correlation Value X_1 to X_4

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,351a	,123	,118	9,740

a. Predictors: (Constant), Tim Kerja

In the Model Summary table,the known correlation or r value betweenvariables X_1 and Y is 0.351. And the determination coefficient (KD) or r^2 value is 0.123 or 12.3%. This means that the Work Team variable (X_1) describes

the Organization Commitment variable (X_4) by 12.3%. While the remaining 87.7% is explained by other variables that are not contained in the model.

Table 6. Anova Table

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2377,452	1	2377,452	25,062	,000b
	Residual	16885,459	178	94,862		
	Total	19262,911	179			

a. Dependent Variable: Komitmen Organisasi

b. Predictors: (Constant), Tim Kerja

In the Anova table above, it is used to see the results of the overall hypothesis testing of the absence of linear relationships of exogenous variables to endogenous variables. Simultaneously free variables have a significant influence on the organization commitment variables indicated by the Sig value. $0.000 < \text{Alpha } 0.05$ (5%) which means reject the zero hypothesis and accept the alternative hypothesis which means there is an influence between the work team and the commitment of statistical test organization F is significant.

Table 7. Hypothetical Test results 1

Coefficients^a

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

a. Dependent Variable: Komitmen Organisasi

In the *Coefficients table*, it is used to view hypothetical test results regarding the absence of individual linear relationships between exogenous variables against endogenous variables. The statistical test used is the t test. If the value p value or t test $< t$ table then the Hypothesis is rejected. If the value of the t table is unknown then we can look at the value of its significance if < 0.05 then the Hypothesis is rejected. From the table is known sig value. a working team of 0.000 means that team variables have a significant impact on the organization's commitment.

To be able to see the amount of influence between exogenous variables against endogenous variables, then can be seen the *Coefficient Standardized Coefficients Beta coefficient*, answering the formula of the first problem: Is there an influence between the Work Team (X_1) and the Organization Commitment (X_4)? The answer is that *there is a 0.351 influence between the work team and the organization's commitment*.

The results of the first hypothesis test showed that the Work Team had a significant and positive impact on the Organization's Commitment. An effective Work Team will have positive implications for the improvement of the Organization's Commitment [30], [31]. This condition can occur because organizations are unlikely to be able to grow and develop without an effective Work Team. This means that the Work Team is the spirit of the organization. If a lecturer who is a member of the organization has followed the rules that the leader wants knowingly or without coercion means he or she has exercised the values of the organization developed or applied by the leader. The awareness to carry out the duties carried out by the leader will wholeheartedly give rise to a sense of responsibility and loyalty to the organization. In the end, the lecturer's loyalty to his organization and the lecturer's desire to remain part of the organization. This kind of attitude is a reflection of organizational commitment.

Previous studies have also confirmed that the behavior of the Work Team is an influential factor in the Organization's Commitment to [32], [33]. This is evident from research that proves that relationship-oriented Work Team behavior that includes building Trust, inspiring, vision, encouraging creativity and emphasizing development positively influences affective commitment [5], [34], [35]. While the behavior of the task-oriented Work Team also affects the affective commitment, even if the level of influence is lower [36], [37].

Thus, this research further reinforces the results of previous research on the influence of the Work Team on Organizational Commitment.

Hypothesis 2

To see how much influence your employer's Trust (X_2) has on organizational commitments (X_4) is presented in Table 8.

Table 8. Variable Correlation Value X_2 to X_4

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	,457a	,209	,204	9,255	

a. Predictors: (Constant), Tim Kerja

In the *Model Summary table*, the known correlation or r value between variables X_2 and Y is 0.457. And the determination coefficient (KD) or r^2 value is 0.209 or 20.9%. This means that the Employer Trust variable (X_2) describes the Organization Commitment variable (Y) by 20.9%. While the remaining 79.1% is explained by other variables that are not contained in the model.

Table 9. Anova Table

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4016,375	1	4016,375	46,890	,000b
	Residual	15246,536	178	85,655		
	Total	19262,911	179			

a. Dependent Variable: Komitmen Organisasi

b. Predictors: (Constant), Kepercayaan atasan

In the Anova table above, it is used to see the results of the overall hypothesis testing of the absence of linear relationships of exogenous variables against endogenous variables. Simultaneously free variables have a significant influence on the organizational commitment variables indicated by the Sig value. $0.000 < \text{Alpha } 0.05$ (5%) which means reject the zero hypothesis and accept the alternative hypothesis which means there is an influence between trust and the commitment of the statistical test organization F is significant.

Table 10. Hypothetical Test results 2

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	42,845	5,314		8,063	,000
	Tim Kerja	,485	,071	,457	6,848	,000

a. Dependent Variable: Komitmen Organisasi

In the *Coefficients table*, it is used to view hypothetical test results regarding the absence of individual linear relationships between exogenous variables against endogenous variables. The statistical test used is the t test. If the value p value or t test $< t$ table then the Hypothesis is rejected. If the value of the t table is unknown then we can look at the value of its significance if < 0.05 then the Hypothesis is rejected. From the table is known sig value. That 0.000 working team means that a boss's trust variable has a significant impact on the organization's commitment.

To be able to see the amount of influence between exogenous variables on endogenous variables, then can be seen *the coefficient of Standardized Coefficients Beta*, answering the formulation of the second problem: Is there an influence between the trust of the boss (X_2) and the commitment of the organization (X_4)? The answer is that *there is a 0.457 influence between the boss's trust in the organization's commitment.*

The results of the second hypothesis test show that Trust in Superiors has a significant and positive effect on the Organization's Commitment to [38], [39]. These findings suggest that the lecturer's good trust in the head of the department will have positive implications for the improvement of the Organization's Commitment. These findings suggest that the Commitment of lecturer organizations can increase if there is a sense of trust shown based on the belief that both parties are trusted, have traits such as competent, open, caring and reliable.

The trust has a number of indications that it can increase the Organization's Commitment. It is as stated by Newstrom and Davis that the Trust opens barriers, provides opportunities to act, and improves social relationships within the organization [40], [41]. This indicates that the lecturer's trust in the organization relates to or supports his commitment to the organization. This is reasoned because the trust of lecturers is the most crucial element to the success of the lecturer program.

Previous research has also shown that Trust influences organizational commitments. This is evident from Nyhan's (2000) research from Florida Atlantic University examining increased Affective Commitment in public organizations. The results showed that Trust was significantly correlated with the Commitment of Affective Organizations. Ronald W. Perry's research (2004) from Arizona State University examined the relationship of affective organization commitments with supervisory trusts. The results showed that while Organizational Trust and Commitment are not closely related to direct statistical calculations, trust in supervisory has a role to play in improving organizational commitments.

From both results of the study, it is clear that Trust is one of the factors that influences organizational commitment. Thus, this research further supports previous research on the influence of Trust on Organizational Commitment.

Hypothetics 3

To see the amount of influence of Accomplished Motivation (X_3) on Organizational Commitment (X_4) presented in Table 9.

Table 9. Variable Correlation Value X_3 to X_4

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,512a	,263	,258	8,933

a. Predictors: (Constant), Tim Kerja

In the *Model Summary table*, the known correlation or r value between variables X_3 and X_4 is 0.512. And the determination coefficient (KD) or r^2 value is 0.263 or 26.3%. This means that the Achievement Motivation variable

(X_3) describes the Organization Commitment variable (X_4) by 26.3%. While the remaining 73.7% is explained by other variables that are not contained in the model.

Table 10. Anova Table

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5057,667	1	5057,667	63,376	,000b
	Residual	14205,244	178	79,805		
	Total	19262,911	179			

a. Dependent Variable: Komitmen Organisasi

b. Predictors: (Constant), Motivasi Berprestasi

In the Anova table above, it is used to see the results of the overall hypothesis testing of the absence of linear relationships of exogenous variables to endogenous variables. Simultaneously free variables have a significant influence on the organization commitment variables indicated by the Sig value. $0.000 < \text{Alpha } 0.05$ (5%) which means reject the zero hypothesis and accept the alternative hypothesis which means there is an influence between the motivation of excellence and the commitment of the statistical test organization F is significant.

Table 11. Hypothetical Test results 3

Coefficients^a

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

a. Dependent Variable: Komitmen Organisasi

In the *Coefficients table*, it is used to view hypothetical test results regarding the absence of individual linear relationships between exogenous variables against endogenous variables. The statistical test used is the t test. If the value p value or t test $< t$ table then the Hypothesis is rejected. If the value of the t table is unknown then we can look at the value of its significance if < 0.05 then the Hypothesis is rejected. From the table is known sig value. That 0.000 working team means that the motivational variables of excellence have a significant impact on the organization's commitment.

To be able to see the amount of influence between exogenous variables against endogenous variables, then can be seen *the coefficient of Standardized Coefficients Beta*, answering the formula of the third problem: Is there an influence between the motivation of achievement (X_3) and the commitment of the organization (X_4)? The answer is that *there is an influence of 0.512 between the motivations of excellence to the commitment of the organization.*

The results of the third hypothesis test show that The Motivation of Achievement has a significant and positive effect on the Commitment of the Organization [22], [42], [43]. The large coefficient of the direct influence path of Accomplished Motivation on Organizational Commitment is greater than any other variable. Thus, it can be stated that the Motivation of Excellence is influential and plays a role in increasing the Commitment of the Organization of Lecturers of UIN Sultan Syarif Kasim Riau. This means that by improving the motivation of achievement, it will result in an increase in lecturer organization commitment.

This is in accordance with McClelland's assertion that the need to achieve excellence will encourage a person to develop creativity and direct all the skills and energy he has in order to achieve maximum work achievement [44]. These findings suggest that Good Performance Motivation will have positive implications for the improvement of organizational commitment [22], [45]. The Organization's commitment is very much influenced by the motivation of the lecturer himself to be devoted in the institution. One's commitment to the organization is supported by the motivation of achievement.

These findings are understandable because commitments are awakened when aspects contained in the Motivation of Achievement such as being highly responsible in carrying out tasks, having realistic goals, daring to take risks, completing tasks on time, having measurable achievement targets, and striving to excel [46], [47]. If all these aspects are implemented by members of the organization (lecturers) with positive perceptions, it will encourage the members of the organization to commit to the organization. Thus it can be suspected that The Motivation of Achievement has a direct influence on the Commitment of the Organization.

The results of previous studies also reinforce the findings in this study. Research shows that there is a positive relationship between Achieving Motivation and Affective Commitment and Normative Commitment [48]. Thus, the results of this study further reinforce that the Motivational Factor of Achievement is a predictor of Organizational Commitment.

The results of this study reinforce the theory presented by Colquitt, LePine, and Wesson that *individual outcomes* in the organization in the form of performance and Organizational Commitment [49]. *Individual outcomes* are influenced by individual mechanisms consisting of: job satisfaction, stress, motivation, trust, fairness and ethics; as well as learning and decision-making [49]. Individual mechanisms are influenced by organizational mechanisms consisting of: organizational culture and organizational structure; Group mechanisms consist of: the style and

behavior of the Work Team, the power and influence of the Work Team, the team process, the character of the team; and individual characteristics consist of: personality and cultural values as well as the ability to [50].

This research formulates factors that influence organizational commitment in a structural model. In the model it is formulated that organizational commitments are directly and indirectly influenced by the Work Team, Trust, and Motivation of Achievement.

Hypotensis 4

To see how much influence the Work Team (X_1) has on achievement motivation (X_3) is presented in Table 12.

Table 12. Variable Correlation Value X_1 to X_3

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,506a	,256	,252	9,642

a. Predictors: (Constant), Tim Kerja

In the Model Summary table, the known correlation or r value between variables X_1 and X_3 is 0.506. And the determination coefficient (KD) or r^2 value is 0.256 or 25.6%. This means that the Work Team variable (X_1) describes the Variable Motivation of Achievement (X_3) by 25.6%. While the remaining 74.4% is explained by other variables that are not contained in the model.

Table 13. Anova Table

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5691,180	1	5691,180	61,213	,000b
	Residual	16549,148	178	92,973		
	Total	22240,328	179			

a. Dependent Variable: Motivasi Berprestasi

b. Predictors: (Constant), Tim Kerja

In the Anova table above, it is used to see the results of the overall hypothesis testing of the absence of linear relationships of exogenous variables against endogenous variables. Simultaneously free variables have a significant influence on the organization commitment variables indicated by the Sig value. $0.000 < \text{Alpha } 0.05$ (5%) which means reject the zero hypothesis and accept the alternative hypothesis which means there is an influence between the work team and the motivation to achieve significant F statistical tests.

Table 14. Hypothetical Test results 4

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31,331	6,016		5,208	,000
	Tim Kerja	,659	,084	,506	7,824	,000

a. Dependent Variable: Motivasi Berprestasi

In the Coefficients table, it is used to view hypothetical test results regarding the absence of individual linear relationships between exogenous variables against endogenous variables. The statistical test used is the t test. If the value p value or t test $< t$ table then the Hypothesis is rejected. If the value of the t table is unknown then we can look at the value of its significance if < 0.05 then the Hypothesis is rejected. From the table is known sig value. That 0.000 working team means that team variables have a significant effect on the motivation of achievement.

To be able to see the amount of influence between exogenous variables on endogenous variables, then can be seen the coefficient Standardized Coefficients Beta, answering the formulation of the fourth problem: Is there an influence between the team of work (X_1) and the motivation of achievement (X_3)? The answer is that *there is an influence of 0.506 between the work team on the motivation of achievement.*

Based on the results of the fourth hypothesis test shows that the Work Team has a very significant effect on the Motivation of Achievement [51], [52]. The coefficient of the Work Team's direct influence path on Underachieving Motivation is greater than the variable Trust in the Employer. This means that the Work Team has a greater influence to increase the motivation of lecturers' achievements than trust in superiors.

The results of this empirical evidence suggest that the Working Team variable is not one of the variables that directly affects the Motivational Variable of Achievement. The success of an organization is basically supported by an effective Work Team, where by an effective Work Team it can generate motivation to excel against common goals [53], [54].

Based on the results of empirical evidence shows the influence of the Work Team on The Motivation of Achievement of considerable significance. This means that the Work Team has a great influence to increase the Motivation of The Lecturer's Achievement.

Hypothesis 5

To see the amount of influence of Trust (X_2) on Achievement Motivation (X_3) presented in Table 15.

Table 15. Variable Correlation Value X_2 to X_3

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,422a	,178	,173	10,135

a. Predictors: (Constant), Kepercayaan Atasan

In the Model Summary table, the known correlation or r value between variables X_2 and X_3 is 0.422. And the determination coefficient (KD) or r^2 value is 0.256 or 17.8%. This means that the trust variable (X_2) describes the Variable Motivation (X_3) by 17.8%. While the remaining 82.2% is explained by other variables that are not contained in the model.

Table 16. Anova Table

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3956,012	1	3956,012	38,512	,000b
	Residual	18284,315	178	102,721		
	Total	22240,328	179			

a. Dependent Variable: Motivasi Berprestasi

b. Predictors: (Constant), Kepercayaan Atasan

In the Anova table above, it is used to see the results of the overall hypothesis testing of the absence of linear relationships of exogenous variables against endogenous variables. Simultaneously free variables have a significant influence on the organization commitment variables indicated by the Sig value. $0.000 < \text{Alpha } 0.05$ (5%) which means reject the zero hypothesis and accept the alternative hypothesis which means there is an influence between trust and motivation to achieve significant F statistical tests.

Table 17. Hypothetical Test results 5

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42,256	5,819		7,262	,000
	Tim Kerja	,481	,077	,422	6,206	,000

In the Coefficients table, it is used to view hypothetical test results regarding the absence of individual linear relationships between exogenous variables against endogenous variables. The statistical test used is the t test. If the value p value or t test $< t$ table then the Hypothesis is rejected. If the value of the t table is unknown then we can look at the value of its significance if < 0.05 then the Hypothesis is rejected. From the table is known sig value. That 0.000 working team means that team variables have a significant effect on the motivation of achievement.

To be able to see the amount of influence between exogenous variables against endogenous variables, then can be seen the coefficient of Standardized Coefficients Beta, answering the formulation of the fifth problem: Is there an influence between trust (X_2) and motivation to excel (X_3)? The answer is that *there is an influence of 0.422 between beliefs on the motivation of achievement.*

Based on the results of the fifth hypothesis test shows that Trust in Superiors has a very significant effect on the Motivation of Achievement [55], [56], [57]. Although Trust in Superiors is not one of the variables that directly affects the Motivation of Achievement. However, trust in the Boss must be instilled by the leadership in the subordinate (lecturer), because trust is the foundation or most valuable asset for anyone who will achieve success and also the basis that is the belief in something with a positive mind. A person will have an accomplished motivation if based on trust in the other party in carrying out its duties and obligations. To foster trust in subordinates towards superiors are: open communication, providing each other with important information, expressing each other's perceptions and feelings and engaging subordinates in decision making [58], [59].

Based on the results of empirical evidence it turns out that the influence of trust variables on motivation is of small significance. This means that trust in superiors is less significant than other factors in improving lecturer's achievement motivation. However, it does not mean that the leadership ignores aspects of the trust given by subordinates, as expressed by the [60], such as open communication, providing each other with important information, expressing each other's perceptions and feelings and engaging subordinates in decision-making. Based on the above description known Trust in Superiors influences to increase the Motivation of Outstanding Lecturers.

IV. CONCLUSIONS

Based on the analysis of the research results and discussions outlined above, the findings of this study are as follows: 1) The Work Team has a positive direct effect on the Commitment of the Lecturer Organization. This means that an effective Work Team can increase the Commitment of UIN Lecturer Organization Sultan Syarif Kasim Riau; 2) Trust in Superiors has a positive effect directly on the Commitment of lecturer organizations. This means that the lecturer's high trust in the Head of The Study Program can increase the Commitment of The Lecturer Organization of UIN Sultan Syarif Kasim Riau; 3) The motivation

of excellence has a positive direct effect on the commitment of lecturer organizations. This means that the motivation of high lecturers can increase the commitment of the Organization of Lecturers of UIN Sultan Syarif Kasim Riau; 4) The Work Team has a positive direct influence on the Motivation of Achievement. This means that a high work team can increase the motivation of UIN Lecturer Sultan Syarif Kasim Riau; and 5) Trust in Superiors has a positive direct effect on the Motivation of Achievement. This means that the lecturer's high confidence in the Head of The Study Program can increase the motivation of the achievement of UIN Lecturer Sultan Syarif Kasim Riau.

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