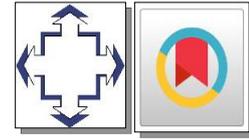


The Effect of Interpersonal Trust and Need of Achievement on the Lecturer's Performance (Study at Universitas Muhammadiyah Ponorogo)



La Ode Sugianto^{a,1,*}, Titis Purwaningrum^{a,2}, Siti Chamidah^{a,3}

^a Faculty of Economics, Universitas Muhammadiyah Ponorogo, Budi Utomo Street No. 10 Ponorogo 63471 Indonesia

¹ laodesugianto45@gmail.com*; ² ning.titiumpo@gmail.com; ³ siti.chanidah71@gmail.com

* corresponding author

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ABSTRACT (10PT)

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The study describes the effect of interpersonal trust and need of achievement on the performance of lecturers at Universitas Muhammadiyah Ponorogo. The results of the path analysis or hypothesis testing show that the effect of interpersonal trust on the lecturers' performance is 66.8% and the increasing need of achievement also improve the performance of the lecturers at Universitas Muhammadiyah Ponorogo where the results of the path analysis of need of achievement towards the performance of the lecturers is 8.3%. Even though the variable need of achievement has not significantly affected the performance of the Universitas Muhammadiyah Ponorogo lecturers which is constructed with indicators of working hard, like challenging work, and setting goals. In addition, the contribution of Interpersonal trust and need of achievement to performance was 53.4%. Therefore it can be concluded that the performance variable is explained by Interpersonal trust and need of achievement is 53.4% while the rest is influenced by other variables which not included in this study.

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1. Introduction

The current organizations, both profit-oriented organizations and government organizations have changed their perspective of public service orientation, where the services provided must be humanistic, effective, friendly and directed. These goals can be realized in various fields of organization when public services are carried out with the principle of public servant or services provided should be directed in the context of serving the community so that welfare which is the goal of tasks of bureaucracy can be realized. Individual is one of the important elements and determines the organizational performance where the individual is closely related to the matter of ability, motivation, support received, job existence and individual relationships with organizations (Mathis and Jackson, 2011).

According to Hasibuan (2005), there are two important integrated parts of high dedication which both of them reflect one another namely performance and motivation. Good performance is based on a strong drive or desire, while motivation describes the purpose of a performance. Achievement motivation can be described as the driving force behind all individual actions (Popoola and Olalude, 2013). Atkinson and Feather (1966) in Singh (2011) explain that achievement motivation is a combination of two personality variables namely a tendency to approach success and a tendency to avoid failure. Study results from Tutar and Altinoz (2011), Karsudjono, Christiananta et al. (2013), Ghafoor, Gillani et al (2013) show that there is a positive relationship between achievement motivation and human resource performance.

Beside achievement motivation which can improve employee performance, there is also interpersonal trust that is hierarchical trust, which focuses on supervisor-subordinate relationships (Masoodul, Nilüfer et al. 2012). If the relationship is established properly it can be said that the work services of employees will be higher (Sinambela, Rochadi et al. 2007). Furthermore Galler (1999) says that interpersonal trust has two dimensions, namely confidence in the intention of others and confidence in the ability of others. This means that in carrying out a job, good cooperation must be established between subordinates and supervisor.

The performance of lecturers at Universitas Muhammadiyah Ponorogo is measured from teaching, research, service, and other scientific works. However, from the number of lecturers who received the performance scores, apparently there are still many who do not have Scopus journals or international journal works. This shows that there is still a lack of achievement motivation and interpersonal trust of the lecturers (BSDM Unmuh Ponorogo, 2020).

2. Literature Review

Performance

Kiruja and Mukuru (2013) state that human resource performance is a function of ability and motivation, where ability consists of the skills and resources needed to perform tasks, while motivation is described as an inner force that drives individuals to act towards something. Flippo (2000) adds that on employee performance results in organizations, individuals are more motivated to work higher, prioritizing quality, quantity, and commitment. Moreover, according to Robbins (2001) the performance of human resources is an accumulation of work quantity, work quality and contribution to the organization.

There are five important characteristics of the work structure including autonomy, feedback, various skills, task identity (Gomes, Asseiro et al. 2013). These characteristics will activate the psychological state as follows: (1) the meaningfulness of work arises from various meanings and task identities that refer to the experience of the meanings felt at work. (2) Job responsibility is derived from independence and refers to the experience felt in performance. (3) Knowledge about the results derived from feedback refers to the experience felt that feedback is inherent in the performance

function. Based on the definitions described above, the performance of human resources can be concluded as a result achieved by human resources in their work according to the job criteria applied.

Interpersonal Trust

Geller (1999) in Bakiev (2013) says that there are two dimensions of interpersonal trust, namely, confidence in the intention of others and confidence in the ability of others. Aspects of confidence in others' intention consist of (a) *Openness*: being open to share information, ideas, feelings, and reactions to issues that occur in groups. (b) *Sharing*: offering material assistance and resources to others in the group with the aim of helping them advance the group headed for problem solving.

Six (2007) defines interpersonal trust as a psychological state comprising intention to accept vulnerability based on positive expectations of the intention or goals of the actions of others. Vulnerability here is intended as something that is easy to change. Based on the definitions above, it can be concluded that interpersonal trust is the willingness to establish cooperative relationships with others on the basis of trusting and trustworthy behavior.

While aspects of confidence in the ability of others consist of: (a) *Acceptance*, a form of communication that respects the ability of others to contribute to the work of others. (b) *Support*, which is a support for the ability of others whose abilities are recognized, and believe that they have the capabilities they need to manage productively the situation they are facing. (c) *Cooperative intentions*, an expectation that someone and every member in the group can work together to achieve the common goals.

One type of interpersonal trust in organizations is hierarchical trust which focuses on supervisor-subordinate relationships (Bakiev, 2013). Daley (1991) found that 2-way relationships between superiors and subordinates are important factors that influence behavior within organizations. In most organizations, it is superiors who control the flow of information and provide access to information that shows the level of trust in the organization (Six, 2007). There are 3 important activities carried out integrally to increase interpersonal trust in organizations (Masoodul, Nilüfer et al. 2012), namely, 1) Participation in decision making; 2) Feedback from workers; and 3) Empowerment.

The relationship of interpersonal trust between superiors and subordinates will have an impact on the performance of human resources in which the trust between subordinates and superiors directly in management can improve the performance of human resources (Thoms, Dose et al. 2001). This is confirmed by the results of the study of Bakiev (2013), Masoodul, Nilüfer et al. (20012) that show that interpersonal trust can improve human resource performance. Therefore, the first hypothesis proposed in this study is:

H1: If Interpersonal trust increases, it will improve lecturers performance

Need of Achievement

Motivation can be interpreted as encouraging individuals to take action because they want to do it. If someone is motivated, they will make positive choices to do something because it can satisfy their desires, especially if it is driven by intrinsic motivation, Ghafoor, Gillani et al (2013). McClelland in Sobur (2003) said that achievement motivation is a power in human mental to perform an activity that is better, faster, more effective, and more efficient than previous activities.

Achievement motivation according to Sandhu (2014); Dave and Anand (1979), Colman, A.M. (2001) in Singh (2011) is the desire to do better, achieve unique achievements, compete with standards of excellence and involve in any activities to reach long-term achievements. Furthermore achievement motivation is an internal drive to do something as well as possible in order to reach honorable achievement (Mangkunegara, 2006) in Wardana (2013).

Achievement motivation is something that is learned; therefore its formation is largely determined by environmental factors, especially family as the closest environment. The results of studies conducted by Olawepo, Ofoegbu et al. (2013); Siddiqui (2013) concluded that achievement motivation is an important tool to improve the performance and excellence of human resources in organizations. This is supported by the results of researches by Amelia (2009), Tutar and Altinoz (2011), Karsudjono, Christiananta et al. (2013), Ghafoor, Gillani et al (2013) that achievement motivation can improve human resource performance, because achievement motivation is the willpower to fight successfully, do something well, overcome obstacles, exercise power to achieve excellent performance (Popoola and Olalude, 2013). Therefore in this study the proposed hypothesis is:

H2: If the achievement motivation increases, it will improve lecturers performance

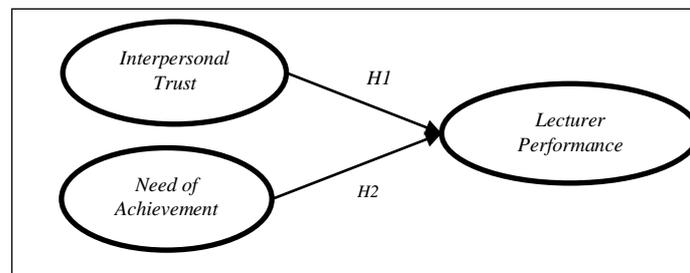


Figure 1. Hypothesis Development

3. Research Method

The type of research used is "Explanatory research". It means that this research emphasizes the causal relationship between two or more research variables through hypothesis testing (Hermawan, 2009). The population in this study was all lecturers at Universitas Muhammadiyah Ponorogo comprising 139 respondents. Then the sampling technique used is census sampling, meaning that the entire population is selected as respondent (Ghozali, 2015). The number of questionnaires collected was 91 questionnaires and then processed and analyzed.

The primary data collection method in this study was carried out by distributing relevant questionnaires to the respondents. The variables in this study are Interpersonal Trust and Need of Achievement. Each indicator was translated into a number of statements of questionnaire for the respondent. The questionnaire was distributed using a *Likert* scale with a score range from 1 to 5 and with five-level item of response: strongly disagree, disagree, neutral, agree, and strongly agree. Quantitative data obtained in the study were processed using The Structural Equation Modeling (SEM) (Ghozali, 2015) with the Smart PLS 3.0 software. SEM is a model that allows testing a path or more complicated network model (Haryono and Wardoyo, 2012).

4. Results And Discussion

Outer model loading factor or *Path Coefficient Test*

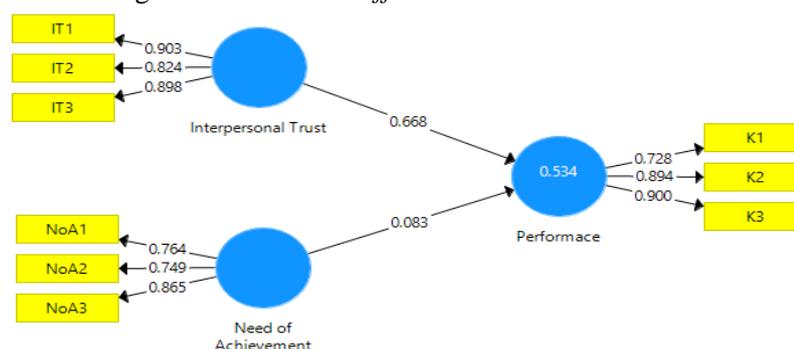


Figure 2. Full Outer Model

From figure 2 above, we can conclude that the three variables are constructed with latent constructs/indicators are very qualified or valid. An indicator of a construct is confirmed valid if it has the highest or equal loading factor to the intended construct compared to loading factor to other constructs. The figure above shows that the loading factor for interpersonal trust indicators (IT1 to IT3) has higher loading factor on the construct of interpersonal trust than on the other constructs. For example the loading factor IT1 on the interpersonal trust construct is 0.903, higher than the loading factor on the construct of the need of achievement which is only 0.764. We can also see the outer model results by comparing the value of Average Variance Extracted (AVE) in the following table:

Table 1. Average Variance Extracted (AVE)

Konstruk	AVE
Interpersonal trust	0.767
Need of achievement	0.631
Performance	0.713

Source: Processed Primary data, 2020

The table above shows the results of the outer loading of each indicator in each construct which have value above 0.5 so that they can be declared valid and can be used to measure the variables of Interpersonal trust, Need of achievement, and Performance. Besides that the value of Average Variance Extracted (AVE) is also above 0.5 so that the requirement of convergent validity testing has been met. Therefore all questionnaire items can be used to analyze the results of this study. The next testing is on the reliability where the Rule of thumb that is generally used to assess the construct reliability in which the acceptable value of Composite Reliability must be greater than 0.7 for confirmatory research and 0.6-0.7 for explanatory research. If the composite reliability value is above 0.7, it can be said that the indicators of each construct are reliable and can represent actual measurements (Ghozali, 2012). We can see the results of the reliability test from the composite reliability results in the following table:

Table 2. The Value of Composite Reliability

Variabel	Composite Reliability
Interpersonal trust	0.908
Need of achievement	0.836
Performance	0.881

Source: Processed Primary data, 2020

The values of composite reliability appear in the table above illustrate that each construct has good reliability, at above 0.60 - 0.70 where according to Chin (1998) in Ghozali (2015) a construct is supposed to have good reliability if the value is above 0.60 -0.70. Referring to Chin's opinion, the results of the composite reliability of each construct are considered good and can be used in the analysis process because they have met reliable requirements.

Inner Model and t-Test

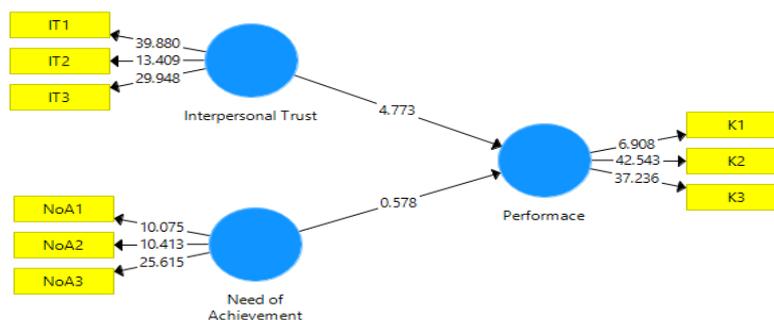


Figure 3. Full Inner Model

Based on the illustration in the figure 3, it can be concluded that Interpersonal trust has a significant positive effect on the performance of lecturers at Universitas Muhammadiyah Ponorogo through indicators of participation, feedback and empowerment. This is supported by open statements such as making academic regulations and feedback from those regulations. Whereas need of achievement do not have effect on the performance of lecturers at Universitas Muhammadiyah Ponorogo which is constructed with indicators of working hard, like challenging work, and setting goals. This is also supported by several statements from open questionnaire which have been filled out by lecturers that they merely get assignments and work programs done following the schedule provided.

In addition, we can also see from the results of path coefficient or hypothesis test in the following table:

	Original Sample (O)	t _{statistics} (O/STERR)	t _{tabel}	Caption
Interpersonal trust -> performance	0.668	4.773	1.987	T _{statistik} > t _{tabel}
Need of Achievement-> performance	0.083	0.578	1.987	T _{statistik} < t _{tabel}

Source: Processed Primary data, 2020

Then we will look at the contribution of the effect of both exogenous variables, namely interpersonal trust and need of achievement towards endogenous variables or performance by looking at the results of the total effect or R-Square. The changes in the value of R-Square can be used to explain the effect of exogenous latent variables (X) on endogenous latent variables (Y) whether they have a substantive effect or not. R-Square value of 0.70 indicates the model is at strong level, 0.50 indicates the model is at moderate level, and 0.25 indicates the model is at a weak level (Ghozali, 2012). Following are the R-Square values in the construct:

Variable	R square
Performance	
Interpersonal trust and Need of Achievement	0.534

Source: Processed Primary data, 2020

The table above shows the value of R-Square of Interpersonal trust and need of achievement on performance where the contribution value is 0.534. This value is at moderate level which means that the contribution of Interpersonal trust and need of achievement towards performance is 53.4%. Therefore it can be concluded that the performance variable is explained by Interpersonal trust and need of achievement of 53.4% while the rest is affected by other variables which not included in this study.

5. Conclusion

The increasing interpersonal trust improves performance of lecturers at Universitas Muhammadiyah Ponorogo. This can be seen from the path analysis test where the effect of Interpersonal trust on lecturers' performance is 66.8%. The increasing need of achievement also improve the performance of the lecturers at Universitas Muhammadiyah Ponorogo where the results of path analysis test of need of achievement towards the performance of lecturers are 8.3%. Even though need of achievement has not significantly affected the performance of the lecturers at Universitas Muhammadiyah Ponorogo which is constructed with indicators of working hard, like challenging work, and setting goals. In addition, the contribution of Interpersonal trust and need of

achievement to performance was 53.4%. Therefore it can be concluded that the performance variable is explained by Interpersonal trust and need of achievement is 53.4% while the rest is influenced by other variables which not included in this study.

This study provides an illustration that Interpersonal trust in improving the performance of lecturers needs to be defended and improved in the future. Whereas the variable of need of achievement requires stimulus and other variables in order to mediate or moderate the performance so that it can provide new insights in future research. In addition, this research only focuses on a single organization so it is difficult to generalize. It would be more interesting to add more respondents and from multiple organizations to increase the value of research in the future.

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