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The Teamwork, Fostering Lecturers' Work-Quality Driven by Communication Competency and Lecturers' Competency in Banten, Indonesia

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Abstract: The objective of this research was to study the effect of team work, communication competency and competency on the performance. The research approach was quantitative and the analysis method used was path analysis. The research was conducted at Universitas La Tansa Mashiro (UNILAM), Banten using survey with the samples of 93 lecturers being selected randomly. The research findings showed that: (1) team work has positively and significantly affected the performance; (2) competency has positively and significantly affected the performance; (3) team work has positively and significantly affected the competency; (4) communication competency has positively and significantly affected the competency. Based on these findings, it can be concluded that enhancing the work quality of lecturer can be done through strengthening team work and competency. It was also obtained that performance was not significantly influenced by communication competency, which implied that the direct effect of communication competency on the performance was not supported by empirical data in this research.

Introduction

The role of higher education organizations is very strategic in building a prosperous and dynamic society. Not unlike non-educational organizations that strive for their survival, higher education organizations must also strive to continue their existence to become organizations that can contribute positively to society and the nation. Higher education organizations, regardless of their nature, form, and size, remain dependent on the performance of their employees as human capital that drives and directs the organization's dynamism.

La Tansa Mashiro Higher Education Institution is a higher education organization that has La Tansa Mashiro University (UNILAM) and STAI La Tansa Mashiro (Islamic College of La Tansa Mashiro). Based on data reporting in the Higher Education Database (PDDikti) in 2024, UNILAM lecturers experienced a general decline in performance, evident from the achievement of the tri dharma (three pillars of higher education: education, research, and community service) that has not met the targets set by UNILAM (BKD and KPI Data of UNILAM Personnel Bureau Lecturers, 2024). Several problems related to lecturers include: 15% of lecturers have not been able to build teamwork, 10% of lecturers have not been able to build good communication with other lecturers and administrative staff, 6% of lecturers still experience communication barriers in the classroom, 12% of lecturers tend to ignore superiors' orders, 10% of lecturers have not been able to prepare course outlines (RPS) properly according to established standards, 10% of lecturers have not been able to operate software proficiently, 5% of lecturers have not created learning videos in the classroom, 15% of lecturers have not carried out community service every semester, 8% of lecturers conduct research independently without involving other lecturers, and 24% of lecturers have not been able to process data using data processing software such as SPSS, Smart PLS, Lisrel.

Based on the above observational data, it can be seen that there are several problems found that affect lecturer performance, and as these problems are paralleled, they are related to the variables of teamwork, communication, and competency. This finding is consistent with the ones of research (Rosyid et al., 2023) which shows that employee performance is influenced by teamwork, communication, and competency

The research conducted by Rose (2016), showed that organizations provided various resources to improve employee performance. The employee performance is measured by operational efficiency, employee productivity, and the organization's long-term success. Thus, employee performance is an effective evaluation tool and contributes to achieving organizational goals (Star *et al.*, 2016).

In line with the above research findings, performance can be influenced by teamwork (Hanaysha, 2016), where teamwork is a group of people working together to achieve desired goals. Teamwork can affect employee competency (Manzoor *et al.*, 2011). Thus, teamwork is an important topic in organizational practice. Currently, managers in some organizations are making more team assignments to employees with the aim of strengthening their knowledge and improving their professional competency (Potnuru *et al.*, 2019).

Working in a team allows employees to collaborate, improves individual skills, and provides practical feedback without creating any conflict among members. Building teamwork is indeed a very important strategy for streamlining organizational operations since team members, accordingly are able to improve their skills, knowledge, and abilities by working in teams, and this in turn, would affect organizational performance and effectiveness (Hanaysha, 2016). An employee who works with others in a team tends to be more productive than those colleagues who do not. (Dubbelt *et al.*, 2019).

Collaboration requires communication competency which will drive employee competency leading to increase the employee performance. According to research by Salas *et al.*, (2015), teamwork, effective team communication is characterized by: (1) sharing unique information held by team members in face-to-face environments and information openness in virtual environments, and (2) implementing closed communication procedures that acknowledge receipt of information and clarify any differences in information interpretation.

The next variable that affects performance is communication competency. Communication competency is the overall perception of employees regarding the sharing of information, ideas, and emotions among individuals, team leaders, and team members, to effectively and creatively integrate professional knowledge and information between teams (He *et al.*, 2019). Effective communication skills contribute to lecturer performance (Suarta, Suarni & Ayu Purnamawati, 2021). The impact of communication depends on a person's communication competency, namely the ability to communicate effectively personally and appropriately socially (Trenholm & Jensen, 2013). Therefore, communication competency is key to employee performance (Marín & Roelofs, 2017). It may be used to interpret the variance in individual behaviour, resulting from cognition, emotions, internal motivation and states, culture, and external interpersonal relationships. Someone with high communication competency may also be more likely to improve their competency through effective communication with superiors and colleagues.

Furthermore, the variable that influences performance is competency. Competency is defined as a concept that describes the behavioural prerequisites for job performance and organizational outcomes, demonstrated by attributes of skills, character, qualities, abilities, capacities, and capabilities (Alsabbah & Izwar Ibrahim, 2013). Studies derive a definition of competency that describes the behavioral prerequisites for job performance. Communication effectiveness refers to the variety of meaningful and new information formally or informally among team members (Yang *et al.*, 2016).

Various other research findings indicate that low employee performance is caused by problems with communication (Yu & Ko, 2017). Ismanto *et al.* (2021) state that the low level of

public service is due to low communication and information skills. Communication competency has been confirmed as a valuable resource for improving public services in organizations (Steele & Plenty, 2015). Research on communication competency among employees has examined the relevance of this competency to employee competency and employee performance (Steele & Plenty, 2015) and teamwork (Potnuru *et al.*, 2019).

Thus, this study seeks to determine the relationship between teamwork, communication competency, and lecturer competency with lecturer performance. More specifically, this study examines the influence of teamwork and communication competency on lecturer competency and determines the mediating effect of lecturer competency on the relationship between teamwork and communication competency.

As a theoretical foundation to support this research, the theoretical models of Colquitt *et al.* (2019) and Robbins & Judge (2022) are used, which relate to the direct influence of teamwork on competency and communication competency on competency, and the indirect influence of teamwork and communication competency on performance through competency

Research Method

This research uses a quantitative survey approach, with the questionnaire design based on theory and previous research. There are 24 statements for four organizational behavior variables, consisting of: (1) teamwork (first exogenous variable); (2) communication competency (second exogenous variable); (3) competency (first endogenous variable); and (4) employee performance (second endogenous variable). The relationships between these four variables were tested using the SmartPLS v.3 path analysis model. The research design can be seen in Figure 1 below:

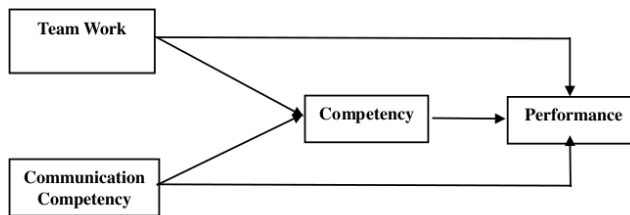


Figure 1. Research design

Based on the above research design, the following Hypotheses were proposed.

Hypothesis 1. There is a direct effect of teamwork on performance.

Hypothesis 2. There is a direct effect of communication competency on performance.

Hypothesis 3. There is a direct effect of competency on performance.

Hypothesis 4. There is a direct effect of teamwork on competency.

Hypothesis 5. There is a direct effect of communication competency on competency.

Hypothesis 6. Competency mediates the relationship between Teamwork and performance.

Hypothesis 7. Competency mediates the relationship between communication and performance

The population of this research consists of all 121 lecturers at La Tansa Mashiro Higher Education Institution in Banten. For the sample, the author used a simple random sampling technique with the Slovin formula, resulting in a selected sample of 92.89 lecturers, or 93 lecturers (n), with the assumption that lecturers are individuals who know and understand performance in carrying out their daily tasks.

Data collection used a survey technique administered to lecturers at La Tansa Mashiro Higher Education Institution in Banten Province. Questionnaires were distributed using online surveys via Google Forms and email. Instrument measurement was carried out by creating indicators based on the following operational definitions: a. Lecturer performance is the lecturers' assessment of their behaviour in contributing both positively and negatively to the achievement of organizational goals, with the dimensions of: (1) efficiency; (2) effectiveness; and (3) work time; b. Teamwork is the lecturers' assessment of formal and informal team practices focused on improving working relationships, with the dimensions of: (1) task completion; and (2) interpersonal relationships; c. Communication competency is the lecturers' assessment of the appropriate adjustment of message interaction, with the indicators: (1) suitability of message delivery; and (2) effectiveness of message delivery; and d. Employee competency is the lecturers' assessment of the employee characteristics required to perform the job, with the dimensions of: (1) adaptability; (2) teamwork; and (3) self-confidence.

The data analysis techniques used in this research were path analysis and inferential analysis. Calculations were performed using MS-Excel and SmartPLS version 3 software.

Result and Discussion

A. Result

1. Structural Relationship Model Between Variables

Using SmartPLS version 3.0 software, the research result model was obtained as shown in Figure 2, and the path coefficient values are presented in Table 1. In Figure 2, the research variables with their dimensions and indicators can be seen: teamwork with two dimensions and six indicators, communication competency with two dimensions and four indicators, competency with three dimensions and six indicators, and performance with three dimensions and six indicators. After performing the "compute" function, it was found that indicators TW03 and TW05 in the teamwork variable had values below 0.5 and therefore had to be dropped (not valid). The model also shows the path coefficients between variables: teamwork → competency = 0.467; communication competency → competency = 0.245; teamwork → performance = 0.261; communication → performance = 0.052; competency → performance = 0.638. These path coefficient values can also be seen in Table 1.

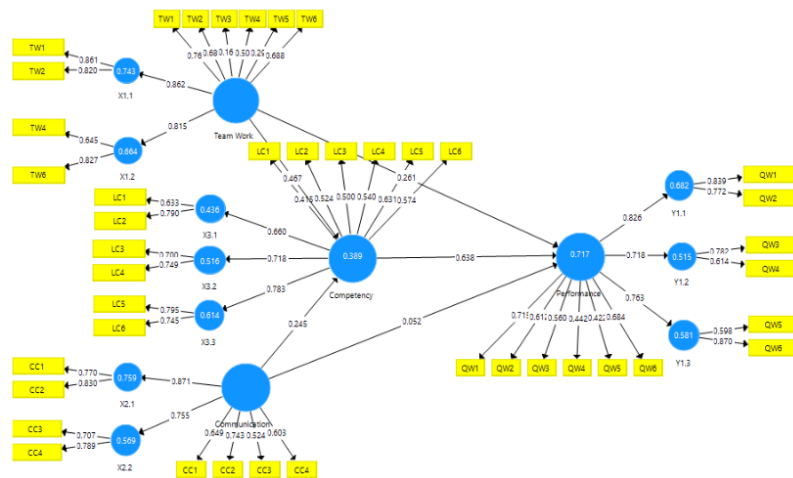


Figure 2. Structural Relationship Model Between Variables

2. Path Coefficient

Table 1 presents the path coefficient values between variables and shows their significance based on the t-value and p-value. Based on Table 1, it can be seen that the variable communication → performance has a p-value of 0.527, which means that the influence of communication competency on performance is not significant.

Path Coefficients

Mean, STDEV, T-Values, P-Values	Confidence Intervals	Confidence Intervals Bias Corrected	Samples		
	Original Sampl...	Sample Mean (...)	Standard Devia...	T Statistics (O/...	P Values
Communication -> Competency	0.245	0.242	0.116	2.108	0.035
Communication -> Performance	0.052	0.059	0.083	0.632	0.527
Communication -> X2.1	0.871	0.874	0.030	29.311	0.000
Communication -> X2.2	0.755	0.757	0.076	9.978	0.000
Competency -> Performance	0.638	0.621	0.094	6.747	0.000
Competency -> X3.1	0.660	0.677	0.087	7.574	0.000
Competency -> X3.2	0.718	0.719	0.078	9.209	0.000
Competency -> X3.3	0.783	0.789	0.060	13.101	0.000
Performance -> Y1.1	0.826	0.829	0.051	16.093	0.000
Performance -> Y1.2	0.718	0.724	0.069	10.395	0.000
Performance -> Y1.3	0.763	0.770	0.059	12.941	0.000
Team Work -> Competency	0.467	0.478	0.107	4.377	0.000
Team Work -> Performance	0.261	0.257	0.111	2.342	0.020
Team Work -> X1.1	0.862	0.860	0.045	19.322	0.000
Team Work -> X1.2	0.815	0.817	0.042	19.622	0.000

B. Discussion

Teamwork on Lecturer Performance

The research results indicate that teamwork has a positive and significant effect on lecturer performance (path coefficient = 0.261; $p < 0.05$). This finding aligns with the research of Hanaysha (2016) and Dubbelt *et al.* (2019), which states that collaboration within a team increases individual productivity. In the context of UNILAM, teamwork enables lecturers to share knowledge, accelerate the completion of the tri dharma tasks (education, research, and community service), and reduce individual workload. However, the findings also show that not all teamwork indicators were valid (TW03 and TW05 were dropped), indicating that some aspects of teamwork, such as coordination or role division, may not yet be optimal at UNILAM.

Communication Competency on Lecturer Performance

Contrary to the initial hypothesis, the research results show that communication competency does not have a significant effect on lecturer performance (path coefficient = 0.052, $p > 0.05$). This finding implies that, in the context of this research, the ability of lecturers to share information, ideas, and emotions effectively and appropriately socially does not directly contribute significantly to their performance as measured by the dimensions of efficiency, effectiveness, and work time. Although communication competency is considered important in daily interactions and the delivery of lecture material (Trenholm & Jensen, 2013; Marín & Roelofs, 2017), this study shows that its direct influence on lecturer performance was not empirically proven in this sample.

This insignificance may be due to the following factors: a. Communication at UNILAM is more administrative (e.g., performance reports) than collaborative; b. Lecturer performance is more determined by other factors such as technical competency or teaching load, and c. The measurement of communication competency only included message delivery and did not cover aspects of active listening or conflict resolution.

Lecturer Competency on Lecturer Performance

Lecturer competency has a strong and significant effect on performance (path coefficient = 0.638; $p < 0.05$). This finding supports the theory of Alsabbah & Ibrahim (2013) that competency (skills, adaptability, self-confidence) is the foundation of performance. At UNILAM, lecturers with the ability to process data (SPSS/SmartPLS), prepare course outlines (RPS), and operate learning technology tend to excel in meeting the tri dharma targets. However, initial data shows that 24% of lecturers are still weak in data analysis, indicating the need for technical competency training.

Teamwork on Lecturer Competency

Teamwork significantly improves lecturer competency (path coefficient = 0.467; $p < 0.05$). This result is consistent with the research of Potnuru et al. (2019) that teamwork facilitates the exchange of skills and innovation. In the context of UNILAM, lecturers involved in team research develop data analysis skills. In addition, collaboration in community service improves adaptability and leadership skills. Nevertheless, 8% of lecturers still work individually in research, hindering the development of collective competency.

Communication Competency on Lecturer Competency

Communication competency has a positive effect on competency (path coefficient = 0.245; $p < 0.05$), although it is weaker than teamwork. This finding aligns with Steele & Plenty (2015) that effective communication allows lecturers to obtain feedback and new knowledge. For example, lecturers who actively discuss with colleagues master data analysis software faster. However, 6% of lecturers experience communication barriers in the classroom, indicating the need for pedagogical communication training.

Competency Mediates the Relationship Between Teamwork and Lecturer Performance

Competency fully mediates the relationship between teamwork and performance. This means that teamwork not only has a direct impact on performance but also does so through the improvement of competency (indirect effect = $0.467 \times 0.638 = 0.298$). The implication is that teamwork programs at UNILAM should be designed to deliberately develop competency, for example, by including skills training in collaborative projects. In addition, team evaluation mechanisms need to include indicators of member competency development.

Competency Mediates the Relationship Between Communication Competency and Lecturer Performance

Competency mediates the relationship between communication competency and performance, even though the direct effect of communication on performance is not significant. The indirect effect = $0.245 \times 0.638 = 0.156$. The implications are: a. Communication training for UNILAM lecturers should focus on the goal of strengthening competency, for example: training in research presentation or collaborative report writing, and b. Virtual communication (such as the use of digital platforms) needs to be optimized to support knowledge exchange.

Overall, this research makes an important contribution to understanding the dynamics of the relationship between teamwork, communication competency, competency, and lecturer performance at UNILAM Banten. The main findings indicate that teamwork and competency have a positive and significant direct effect on lecturer performance. In addition, teamwork and communication competency also have a positive and significant effect on lecturer competency. Furthermore, competency is proven to play a significant mediating role in the relationship between teamwork and performance, as well as between communication competency and performance. The practical implication of these findings is that efforts to improve the quality of lecturer work can be carried out by strengthening the teamwork culture and improving lecturer competency. Although the direct effect of communication competency on performance was not significant in this study, its role in improving lecturer competency remains relevant in long-term performance improvement efforts.

9 Conclusion

Based on the research results, it can be concluded that:

1. Teamwork has a positive and significant effect on lecturer performance and lecturer competency. This finding aligns with theories stating that collaboration within a team enhances productivity and the development of individual skills.
2. Communication competency does not have a significant direct effect on lecturer performance but has a positive effect on improving lecturer competency. This indicates that although effective communication does not directly increase performance, its role in developing competency remains important.
3. Lecturer competency is a key factor that directly and significantly improves performance. The adaptability, teamwork skills, and self-confidence of lecturers are proven to greatly influence work efficiency and effectiveness.
4. Competency plays a significant mediating role in the relationship between teamwork and performance, as well as between communication competency and performance. This means that improvements in teamwork and communication contribute to the strengthening of competency, which ultimately drives better performance.

Thus, this research confirms that improving the work-quality of lecturer at UNILAM can be achieved through strengthening teamwork and developing competency, while the role of communication competency is more indirect through the enhancement of competency.

Recommendation

Based on the research findings, the following recommendations are made for improvement and future research:

1. Strengthening Teamwork Culture Among Lecturers, namely: a. The university needs to develop collaboration programs among lecturers, such as joint research projects, teaching teams, and community service activities involving multiple parties, and b. Team-building and conflict management training can help improve the effectiveness of teamwork.
2. Communication Competency Training for Professional Development. Although the direct effect of communication competency on performance was not significant, effective communication training (both oral, written, and digital) is still necessary to support lecturer interaction with students, colleagues, and stakeholders. In addition to that, the use of communication technology (such as online collaboration platforms) can facilitate information exchange.

3. Holistic Lecturer Competency Development Programs: *first*, UNILAM needs to organize technical skills training (such as data processing with SPSS/SmartPLS, creating learning videos, and preparing course outlines) as well as soft skills (such as leadership, time management, and adaptation to change). *Second*, A mentoring system between lecturers (senior-junior) can help transfer knowledge and experience.
4. Further Research. Further exploration is needed to understand why communication competency does not have a direct effect on performance, whether due to institutional context factors or measurement methods. Additionally, qualitative studies can be conducted to understand communication and teamwork barriers at the micro-level (e.g., interpersonal dynamics, campus policies, or administrative burden).

The obstacles that should be anticipated are: Resistance from lecturers accustomed to working individually, budget limitations for training and human resource development, and differing priorities among lecturers (e.g., focus on research vs. teaching). By addressing these challenges, UNILAM would be able to build up a more collaborative and competent work environment, thereby promoting the continuous improvement of lecturers' work-quality.

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