

Lecturer's Performance Supported by Lecture's Ambitious and Commitment

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Abstract

The study aims to review the impact of teachers' commitment and ambitious on the improvement of teachers' performance. The study is conducted in Jakarta, with the sample taken of 120 teachers who have certified as teachers. Data from teachers taken through questionnaires and processed by Lisrel; it is also conducted research hypothesis test. Research results are stated that teachers' ambitious and commitment can truly control teachers' performance. Furthermore, the ambition has a better impact on improving teachers' performance than commitment. This study is useful as input for headmasters and government in developing ambitiousness-soul to improve teachers' performance besides commitment as a teacher.

Keywords: *Commitment, Ambitious, Performance.*

I. Introduction

Each industry has an important role in sustaining economic development and national resilience (de Jager & Gbadamosi, 2013). It is included in the educational industry, which brings up to human resources that can create economic progress and readiness in facing various competitions (Alamsyah et al., 2019). One of the most important elements of the educational industry as educators, or it is commonly referred to as teachers in Indonesia. Where it is currently an important concern by the government, it appears from a variety of support and evaluations conducted to teachers at schools, especially for teachers who have already certified as educators (Kusumawati, 2020a). Evaluations conducted by the government are reviewed from the lecturer's performance, in which learning is carried out, research is conducted, and community service is delivered (Kusumawati, 2020b). Evaluations are conducted every semester to maintain teachers' quality at schools, and it is intended to continue to create human resources who are able to innovate.

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Actually, the lecturer's performance can be assessed from two sides, namely internal factors and external factors of teachers (Long et al., 2014). Internal factors are related to the teacher's behavior, including commitment as a teacher and an ambitious soul possessed. It has been stated in previous studies that teachers' performance as instructors are influenced by the commitment they have (De Grosbois, 2012; Mrayyan & Al-Faouri, 2008; Sheng, 2014). The higher of commitment, the better in supporting the teacher's atmosphere in conducting his obligations. Besides that, it is known that there is a soul from a person's importance related to his role, which is ambitious (Novari, 2020; Sidiqqoh & Alamsyah, 2017). The previous studies have examined ambitious souls for business, but it is also applied to every human being who has a job like a teacher. By Examining the phenomenon of the lecture's performance, this study aims to examine the impact of teacher's ambitious and commitment on improving the lecture's performance. This research certainly has benefits for the educational industry in Indonesia, where the implementation of ambitious souls are commonly used in business, and it is currently used for the educational industry.

Relationship of Commitment and Lecturer's Performance

Generally, commitment is an obedience behavior from someone for something considered to be important (De Grosbois, 2012). Regarding teachers, so the determined commitment is someone's obedience in conducting their work as a teacher. The previous studies have revealed that commitment has a close relationship to performance (De Grosbois, 2012; Sheng, 2014). In companies generally, employees' performance is largely determined by the extent of commitment owned by employees. In this study, commitment is built by the teaching profession, where commitment is expected to be able to grow performance following the institution. It is often said that commitment is a strong belief from teachers in accepting their main tasks from the institutions to be implemented in order to support the vision of the institution (Yiing & Ahmad, 2009). Where every teacher has a commitment at school, but it needs to be improved to support the institution's goals, and it provides the optimal results for the development of the institution.

Commitments from teachers are the same as commitments from human resources in general, where there are general criteria that can be assessed, including affective, continue, and normative characters (Ma'amor et al., 2016). Affective is a teacher's behavior in cooperation (Alamsyah et al., 2019; Royo-Vela & Casamassima, 2011); continue itself is a teacher's actions that continue to carry out its performance (Adamson et al., 2003; Hikmawati & Alamsyah, 2018), while normative is related to the principles held by teachers (Sheng, 2014). Teachers are required to fulfill three basic tasks, namely teaching, doing research, and conducting community services (Kusumawati, 2020a). All of the assignments are assessed by commitment in implementing it, and finally, it is known the level of teacher's performance.

Relationship of Lecture's Ambitious and Lecturer's Performance

Ambitious is a soul commonly found in the study of entrepreneurship (Novari, 2020), where company leaders who have ambitions and potential to control company and achieves optimum performance. This time, ambitious is associated with the educational industry, namely teachers' ambitious in conducting their duties. Generally, that ambition is related to someone's expectations in carrying out their duties at a company (Hockerts & Wüstenhagen, 2010). Relating to teachers' ambitious means teachers' expectations in conducting and implementing teaching, doing research, and

community service. Previous studies have shown that ambitious souls can provide good opportunities for someone's performance (Novari, 2020; Sidiqqoh & Alamsyah, 2017). It certainly has the potential for teacher's ambitious as educators in fulfilling their duties in line with the goal of the institution. There are criteria in assessing teachers' ambitious, which are described in three ways, namely aspiration, desire, and hope (Urbano & Aparicio, 2016).

The higher of ambitious soul, the better it surely influences someone's performance at work (Javalgi & Todd, 2011). So many studies evaluate the level of ambition; this time is studied from the side of the educational industry. The main purpose of this study is to review lecturer performance, where it is stated to be the level of achievement of the teacher's goal of carrying out tasks following the main tasks. There are several performance indicators in assessing lecture-performance; it includes teaching, researching, and dedicating (Kusumawati, 2020a). These three indicators are teachers' obligations in Indonesia, both from elementary to university.

II. Methodology

This study focused on reviewing three variables were teachers' commitment, ambitious, and performance. The research method was conducted with a survey of teachers at Jakarta for 120 respondents. Data obtained from respondents through a questionnaire that had been determined for its answers quantitatively with the Likert Scale approach, which was the value of "1" until "5". Data from the respondent was processed then through Lisrel; analysis used through regression linear. This study used a hypothesis test to emphasize research results because of using samples. Then, based on literature review had been known that the lecture's performance correlated teachers' commitment (De Grosbois, 2012; Mrayyan & Al-Faouri, 2008; Sheng, 2014) and ambitious (Novari, 2020; Sidiqqoh & Alamsyah, 2017). Reviewing from the previous study, here were the research hypothesis designs as follows.

Hypothesis 1 (H1) Commitment had positive correlation significantly to lecturer's performance

Hypothesis 2 (H2) Ambitious had positive correlation significantly to lecturer's performance

III. Result and Discussions

Data from respondents, which is teachers in Jakarta as the capital of Indonesia, obtained as many as 120 data. Then, data is processed and tested firstly before conducting the analysis validity and reliability of research instruments. The test results are stated to be feasible with the summary shown in Table 1 for all of the research instruments. The next test is the Goodness of Fit standard from the model, which is built for linear regression. The goodness of Fit uses the criteria listed in Table 2, where the results of all tests for Goodness of Fit are stated to be accepted, considering all of the results are in "good" and "acceptable" achievements. Reviewing from the two test results, namely research instrument test and Goodness of Fit, so that it can be analyzed, linear regression model.

Table 1. Validity and Reliability Test

Variable	Instrument	Pearson Correlation	Cronbach's Alpha	Loading Factors
Ambitious	Aspiration	0,850	0,788	0,610
	Desire	0,850		0,780
	Hope	0,812		0,740
Commitment	Affective	0,863	0,736	0,760
	Continue	0,854		0,800
	Normative	0,792		0,760
Performance	Teaching	0,874	0,916	0,810
	Research	0,908		0,860
	Dedicating	0,875		0,770

Table 2. Good of Fit Test

Good of Fit Test	Criteria	Test Result	Result
Chi-Square	p-value > 0,05	0,001 > 0,05	Not
GFI	≥ 0,90	0,91 ≥ 0,90	Good
RMSEA	≤ 0,08	0,097 ≤ 0,08	Accepted
CFI	≥ 0,90	0,96 ≥ 0,90	Good
AGFI	≥ 0,90	0,84 ≥ 0,90	Accepted
NFI	≥ 0,90	0,93 ≥ 0,90	Good

The following result obtained is testing the hypothesis and correlation value; the results appear in summary in Table 3. Based on the results in Table 3, it is known that the commitment owned by the teacher has a positive relationship to the level of the lecturer's performance. It appears from a correlation value of 0.30 with t-value of 2.22, so it can be said to be significant the relationship between commitment and lecturer's performance. Similarly, ambitious souls have a positive relationship of 0.53 to the lecturer's performance. These results are emphasized by t-value of 4.05, which explains the significant relationship between the lecturer's ambitious and lecturer's performance. The essence of this study results is the acceptance of both hypotheses (H1, H2). Next, it is a stated analysis of the relationship between variables in the discussion of each hypothesis.

Table 3. Hypotheses Test

No.	Hypotheses	Corr. Value	t-value	Result
H1	Commitment to Performance	0,30	2,22	Support
H2	Ambitious to Performance	0,53	4,05	Support

Impact of Commitment to Lecturer's Performance

Based on the study, results are known that commitment has an impact on improving the lecturer's performance (H1). Based on a correlation value of 0.30, or if it is increased, it has an effect of 9%. When it is examined more deeply, it is known that teacher's commitment depends on three assessments, namely affective, continue, and normative (Table 1). In which from those three criteria, there is the most dominant criterion, like continue, considering that the biggest loading factor value is 0.80. Based on these findings, it can be explained that in determining or evaluating, commitment from teachers needs to start from the level of continuity. Where continues relates to the continuity of teachers' activities in conducting their duties following the main tasks of conducting teaching, researching, and community service. With the activities are carried out in a commitment, it certainly provides an opportunity to increase the lecturer's performance.

Part of this finding appears to be done in previous studies, and it can complement the previous studies. Where it was clearly stated that each individual's performance depends on how far an individual is committed to implementing it (De Grosbois, 2012; Sheng, 2014). However, this time, the research was carried out in the educational industry, thus completing the previous research, which is conducted at companies in general. These findings explain that teachers' commitment has a positive impact on the lecturer's performance, and this information is surely useful for educational institutions in assessing and evaluating the commitment level of teachers as instructors. Obviously, the final objective of this research is to provide opportunities for teachers' performance and the institution's performance to be better.

Lecturer's Performance Based on Ambitious

The second research finding is a study of teachers' ambitious souls which has an impact to the lecturer's performance. These results are based on the findings in Table 3, namely the relationship of the lecturer's ambitious to the lecturer's performance, which has a correlation value of 0.53. If it is increased to be influenced, so the influence value of ambitious-soul implementation in working as a teacher can influence the lecturer's performance is about 28%. When reviewing the previous findings that commitment can influence the lecturer's performance is about 9%; it is known indirectly that the lecturer's ambitious is more able to influence the lecturer's performance. The essence of these findings is the ability of teachers' ambitious soul as the basis for controlling the lecturer's performance compared to the commitment which is built. This finding surely becomes useful information for educational institutions in implementing the organizational behavior at schools to pay more attention to the ambitious soul than commitment when it is associated with the lecturer's performance.

In ambitious souls, several assessment criteria can provide opportunities for the lecture's performance development. These criteria include aspiration, desire, and hope (Table 1), wherefrom those criteria that become the main points are the desired level of teachers. Desire has the most important position to teachers' ambitious soul; it is based on the loading factor value of 0.780, where desire is closely related to the level of teachers' interest as a professional. This part of the research is in line with previous studies, which have explained that ambitious souls are very good when it is used in evaluating the performance level of individuals (Novari, 2020; Sidiqqoh & Alamsyah, 2017). So, this finding completes the previous studies.

IV. Conclusion

The final objective of this study is to review the performance level of teachers through the analysis of commitment and ambitious teachers. The research finding is stated that there is an impact of commitment and ambitious teachers on the improvement of teacher's performance. Furthermore, it is found that the teacher's ambitious soul is more determined to teachers' performance compared to commitment possessed. Based on research findings, it is suggested to the educational industry to attention more ambitious souls as teachers in supporting the lecturer's performance. This study is limited only for teachers' behavior; it does not discuss other factors like external factors as a teacher. So, it is suggested to further research to try and to recognize the eternal factors that can truly provide better performance for teachers.

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