

# The Influence of Organizational Communication, Work Motivation on Lecturer Performance at the Faculty of Management and Business Culture, Mandalika Education University (UNDIKMA)

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## Abstract

*This research is aimed at analyzing and determining the significant effect of organizational communication and work motivation on the performance of lecturers in Faculty of Culture Management and Business, Undikma as well as determining which of the variables is the most dominantly affecting the performance of lecturers in Faculty Culture Management and Business. This research is associative or causality study. The respondents were all 59 in this Faculty. The data were analyzed with multiple linear regression using SPSS Program. The research showed that 1) Organizational communication variable had positive and significant effect on the performance of lecturers in Faculty Culture Management and Business, 2) Work Motivation variable had positive and significant effect on the performance of lecturers in Faculty Culture Management and Business, and 3) Organizational Communication variable had the most dominant effect on the performance of lecturers in Faculty Culture Management and Business. Based on these findings, it is recommended that Faculty management improve the level of effective communication and work motivation to improve the level of working performance. It also directs future research to cope with other variables such as the university leaders' perspectives to triangulate the findings.*

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## 1. INTRODUCTION

Management performance of an organization or business unit follows management principles in general: namely, involving procedures for planning (plan), organization (organizer), implementation (execute) and control of activities. Performance is a display of work behavior related to the mission and goals of the organization, carried out in accordance with its potential (Amir, 2016). Performance measurement is the process by which work behavior is measured and compared with established standards and the results are recorded and communicated. (Moorhead, Griffin, 2013).

Comprehensively, there are three groups of variables as factors that can influence individual performance and potential in an organization, namely: first, individual variables, which include (a) abilities/skills, (b) background (family, social level, experience). The two organizational variables, which include (a) resources, (b) leadership, (c) rewards, (d) structure, (e) job design. Third, individual (psychological) variables, including: (a) mental/intellectual, (b) perception, (c) attitude, (d) personality, (e) learning, (f) motivation, (Gibson et al, 1985).

Communication smoothness is a factor that influences employee performance. Bernard, in Djatmiko (2004:56), said that in a deep organizational theory, the communication system will occupy the main (central) place, because the structure is broad and the scope of organizational problems is also completely determined by communication techniques. Meanwhile, Zeko and Dance are quoted by Muhammad (2007:66) say that organizational communication is an interdependent system, including internal communication and external communication. Previous research conducted by Hendri

(2015), Siswandi (2014), Utami (2013), Gani, (2014), Nugroho and Mulyantomo (2013), Doni (2013), Sehfidin (2011) and Triana et al (2016) shows that Communication influences performance. However, according to Paramita et al, (2016) found that organizational communication did not have a significant influence on performance.

The factors that can influence a person's performance are very complex. According to Cascio (in Sukmalana, 2003:21) ability and motivation are factors that interact with performance. According to Robbins, (2015) motivation is process which explains a person's strength, direction and persistence in efforts to achieve goals. Things that motivate individuals are key to organizational performance, such as, (1) Appreciation of differences, (2) Appraisal of feelings, (3) Opportunities to work in jobs that are tailored to their strengths and interests, (4) Employee participation.

Phenomenon in the Faculty of Business Management Culture is that effective interaction and communication still needs to be improved in carrying out teaching and learning activities as well as work motivation which also needs to be improved in order to achieve the performance of the vision and mission of the Mataram Undikma Faculty of Management Culture and Business.

In terms of communication, it is necessary to create a common understanding of the information conveyed to each other between superiors, subordinates, colleagues as well as with students and external parties outside the Faculty of Management and Business Culture.

The meaning of performance here is work performance, a comparison between the work results of FBMB lecturers and the work standards set by the University. The work achievements of the lecturers are how the lecturers at the Faculty of Culture, Management and Business (FBMB) implement the Tridharma of Higher Education, namely Teaching, Research, Community Service and Professional Development.

Based on the descriptions above, the author is interested in conducting further research with the title "The influence of organizational communication and work motivation on the performance of lecturers at the Faculty of Management and Business Culture Undikma

## 2. METHOD

This research is associative or causality research which will analyze the relationship or influence of independent/exogenous variables on dependent/endogenous variables. According to Malhotra (2005), causal research is a type of conclusive research whose main aim is to obtain evidence regarding causal relationships.

### Research Population and Sample

The population of this research is all 59 permanent lecturers who teach at the Faculty of Management and Business Culture. This research uses a census method, where the entire available population is sampled.

### Definition of Operational Variable

#### Organizational communication (X1)

Organizational communication is the process of exchanging information that occurs within the academic community of the Faculty of Management and Business Culture. The organizational communication dimension is measured using 16 indicators as follows;

- A Delivery and reception of policy information/messages
- B Conveying ideas/opinions
- C Reprimand/feedback for work non-conformities
- D Freedom to exchange information with colleagues/faculty
- E Obtain sufficient information regarding all faculty/university activities
- F Problem solving discussions/consultations

- G Leaders/faculty discuss problems occurring in the faculty with lecturers
- H Leaders/Deans discuss problems occurring in the faculty with lecturers
- I Request a report from the lecturer regarding the assignment given
- J Exchange information with lecturers in other relevant courses
- K Faculty leadership's response to input provided by lecturers
- L Information on performance findings by leadership
- m Giving instructions by the leadership to lecturers
- N Discussing discrepancies with leadership regarding a task
- O Collaborate with administration as a supporter of teaching activities
- P Collaboration with other agencies in increasing resources

### **Work Motivation (X2)**

Work motivation is each respondent's perception of something that gives rise to enthusiasm or encouragement, where the strength and weakness of that motivation also determines the high and low levels of performance. The work motivation variable is measured using 20 indicators as follows;

- A The excitement of working as a lecturer at FBMB
- B Proud to work as a lecturer at FBMB
- C Efforts to work with punctuality
- D Try to serve to get better results
- E Make maximum use of working hours
- F Work as well as possible / professionally
- G Know the related task areas that are related to the task
- H Respect other people's opinions
- I Willing to consider and accept proposals and suggestions
- J Able to collaborate with other people according to the specified time and area of work
- K Willing to accept decisions taken legally even if you disagree
- L Complete tasks as well as possible and on time
- m Completing tasks as an obligation
- O Dare to take risks from decisions taken or actions taken
- P Do not abuse the authority given
- Q Comply with prescribed procedures
- R Timely attendance
- S Serve appropriately, quickly and without regard to service fees
- Q Comply with rules or regulations
- U Have skills and master the ins and outs of their field of work and other fields related to their duties.

### **Performance (Y)**

Performance is a display of work behavior related to the mission and goals of the organization, carried out in accordance with its potential and aimed at producing something meaningful for the organization and its environment. To assess the performance of higher education institutions, it must be adjusted to the mission of the organization, namely the implementation of the tridharma (Amir, 20016). Performance is measured using 16 indicators, namely as follows;

- A Develop learning programs
- B Achievement of task targets
- C Learning methods
- D Learning evaluation

- E Instructional Media
- F Implementation of the counseling/BP guidance function
- G Filling in lecture minutes
- H Filling in the attendance list (lecturers and students)
- I List of student grades
- J Recording student learning progress
- K Frequency of conducting independent research,
- L Frequency of conducting group research
- m Interpretation of the results of community service
- O Applying the results of community service
- Frequency of attending seminars and other scientific activities,
- P Frequency of attending expertise training
- Q Development of teaching materials
- R Write articles
- S Journaling

**Validity Test and Research Reliability Test**

The validity test on the experimental sample shows that all items have a calculated r value that is greater than the table r value (<0.304), so they measure what they should measure. Reliability is measured based on the Cronbach's Alpha value, with a minimum coefficient requirement of correlation of 0.6.

**Validity and Reliability Test Results**

The results of the validity test are as follows:

That Organizational communication and work motivation have a significant effect on the performance of lecturers at the Faculty of Management and Business Culture (FBMB). The results of the reliability test show that all indicator items for organizational communication, work motivation and lecturer performance have calculated r values above the t table value so that all indicators can be said to be valid. Meanwhile, the reliability test shows that all statement items in this study indicate that all statement items can be used for further data analysis.

**Data analysis**

This research aims to determine the influence of organizational communication and work motivation on lecturer performance. For this reason, this research uses multiple linear regression with the equation  $Y = a + b_1X_1 + b_2X_2 + e$ . Where, Y= Lecturer performance, X1= Organizational communication, X2= Work motivation, bi= Regression coefficient =Estimation error (error estimation) And<sup>a</sup>= Constant.

**3. RESULTS AND DISCUSSION**

**Respondent Profile**

**1. Characteristics of Respondents Based on Age**

Age is something that influences a person's work. Based on the results of the distribution of questionnaires distributed to respondents, it shows that generally lecturers at West Nusa Tenggara University (UNTB) are between 23-57 years old.

**Table 1: Characteristics of Respondents Based on Age**

No.	Age Level (Year)	Number of Respondents (Person)	Percentage (%)
1	< 30 Years	14	23.7

2	30-40 Years	25	42.4
3	> 40 Years	20	33.9
<b>Amount</b>		<b>59</b>	<b>100</b>

(primary data processed)

Based on Table 1, it can be seen that the majority of lecturers at the Faculty of Management and Business Culture (FBMB) who were respondents in this study were aged between 30-40 years, reaching 42.4 percent or 25 people, while respondents aged > 40 years reached 33.9 percent or 20 respondents. .

**2. Characteristics of Research Respondents Based on Gender.**

**Table 2: Characteristics of Respondents Based on Gender**

No.	Gender	Number of Respondents	Percentage (%)
1	Man	30	50.8
2	Woman	29	49.2
<b>Amount</b>		<b>59</b>	<b>100</b>

Based on Table 2 above, it can be seen that the majority of research respondents were dominated by male respondents with a total of 30 respondents or around 50.8 percent. Meanwhile, there were 29 female respondents or around 49.2 percent of the total research respondents.

**Characteristics of Respondents Based on Educational Level**

Another characteristic of respondents is the level of education. Each lecturer's high level of education will influence the level of his or her ability to convey various materials to each student.

**Table 3: Characteristics of Respondents Based on Educational Level**

No.	Level of education	Number of Respondents	Percentage (%)
1	Second Degree (S2)	44	74.6
2	Third Degree (S3)	15	25.4
<b>Amount</b>		<b>59</b>	<b>100</b>

Based on Table 3, it can be seen that almost all of the respondents, namely lecturers who work at the Faculty of Culture, Management and Business (FBMB), have a high level of education, namely Bachelor's Degree (S2), reaching 44 people or around 74.6. Meanwhile, the rest are lecturers who have a Bachelor's Degree (S3) level of education.

**3. Characteristics of Respondents Based on Years of Work**

The characteristics of respondents based on length of service are related to the length of service or service of each respondent, in this case each lecturer at the Faculty of Management and Business Culture (FBMB) in developing the duties and responsibilities assigned by the organization.

**Table 4: Characteristics of Respondents Based on Years of Work**

No.	Work Period (Years)	Number of Respondents (Person)	Percentage (%)
1	< 5 Years	25	42.4
2	5-10 Years	17	28.8
3	> 10 Years	17	28.8
<b>Amount</b>		<b>59</b>	<b>100</b>

Based on Table 4, it can be seen that most of the respondents, namely lecturers who work at the Faculty of Culture, Management and Business (FBMB), have worked for <5 years, reaching 42.4 percent or 25 respondents. Meanwhile, respondents with a working period of 5-10 years to more than 10 years were 28.8 percent.

**Data Analysis Results**

**Descriptive Analysis of Research Variables**

Analysis of descriptions of research variables organizational communication is in the effective category. This means that organizational communication is perceived positively so that there can be a relationship between organizational communication and the performance of lecturers at the Faculty of Management and Business Culture (FBMB). The results of the descriptive analysis of work motivation show that the work motivation variable is included in the high category. This means that work motivation is positively perceived as related to the performance of lecturers at the Faculty of Management and Business Culture (FBMB). Meanwhile, the performance variable is in the good category. This means that the performance of each lecturer at the Faculty of Management and Business Culture (FBMB) is perceived as good, in line with the perception of each lecturer regarding organizational communication which is in the effective category and has high work motivation.

**Regression Analysis Results**

Regression Equation:

$$Y = 1,700 + 0.395 X_1 + 0.250 X_2 + e$$

**Mark** constant amounted to 1,700. If organizational communication and work motivation are assumed to be constants Lecturer performance will increase by 1,700. The regression coefficient value for organizational communication in the regression equation shows a positive value of 0.395, which means that if organizational communication increases and work motivation is assumed to remain constant, lecturer performance will increase by 0.395.

**Table 5. SPSS Output Results**

**Coefficientsa**

Model		Unstandardized Coefficients		Standardized
		B	Std. Error	Coefficients
1	(Constant)	1,700	,449	
	X1(organizational communication)	,395	,110	,416
	X2(Work motivation)	,250	.101	,259

a. Dependent Variable: Y

The regression coefficient value for work motivation (X2) is 0.250; This means that if work motivation increases and organizational communication is assumed to be constant or no change, then lecturer performance will increase by 0.250 or 25.0%.

**Partial t Test Results**

**Table 6. Partial Multiple Linear Regression Test Results**

Model	Q	Sig.	Information
X1	3,600	,001	Significant
X2	2,250	,030	Significant

**1. The Influence of Organizational Communication on Lecturer Performance**

Based on the test results that have been carried out from Table 6, it is known that the partial test results found that organizational communication has a t value of 3.600 with a significance level of 0.001 which is greater than the t table value ( $t(\alpha/2)(n-2) = t(0.05/2)(59-2) = t(0.025, 57) = t_{table} 2.002$  with a significance value of 0.001 indicating that organizational communication has a positive and significant effect on lecturer performance, this means that the more effective the organizational communication that exists in the organization, the more Thus, it can be concluded that the first hypothesis which states that there is a positive and significant influence of organizational communication on the performance of lecturers at the Faculty of Management and Business Culture (FBMB) can be accepted or  $H_0$  is rejected and  $H_a$  is accepted.

**2. The Influence of Work Motivation on Lecturer Performance**

Based on the test results that have been carried out from Table 6 show that the results of partial hypothesis testing show that the tcount value is 2,250 which is greater than the ttable value ( $t(\alpha/2)(n-2) = t(0.05/2)(59-2) = t(0.025, 57) = t_{table} 2.002$  with a significance value of 0.030, that work motivation communication has a positive and significant effect on lecturer performance. This means that the higher the work motivation each lecturer has in working, the better the lecturer's performance will be. Thus, it can be concluded that the second hypothesis which states that there is a positive and significant influence of work motivation on the performance of lecturers at the Faculty of Management and Business Culture (FBMB) can be accepted or  $H_0$  is rejected and  $H_a$  is accepted.

**Coefficient of Determination**

The coefficient of determination shows how much the independent variable is able to explain the dependent variable, namely organizational communication variables, work motivation on lecturer performance. The values can be seen in Table 7.

**Table 7. Moderated Regression Determination Coefficient Model Summary b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.545 a	,297	,280	5,221

R value is known is 0.549, then the coefficient of determination (R Square) is  $0.545 \times 0.545 = 0.297$ , meaning the ability of the independent variables, namely organizational communication (X1), and work motivation (X2) in explaining the variance of the dependent variable, namely lecturer performance, is 29.7%. This means that there is 70.3% (100%-29.7%) of the variance in the dependent variable which is explained by other factors not studied.

*Adjusted R Square* = 0.280 This result shows that the ability of the independent variables, namely organizational communication variables (X1) and work motivation (X2) on lecturer performance is 28.0%. Meanwhile, the remaining 72.0% is explained by other variables outside of this research.

**Model Feasibility Test (Goodness-of-fit)**

**Table 8. Feasibility Test of the Regression Model of Wardah consumer behavior in the city of Mataram, daily activities and consumption.**

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	657,499	2	328,745	12,059	,000 a
	Residual	1526.675	55	27,262		
	Total	2184.174	57			

a. Dependent Variable: lecturer performance

b. Predictors: (Constant), communication, work motivation, lecturer performance

Based on Table 8, the fcount is 12,059. The model feasibility test can be seen comparison of value  $F_{count} > F_{table}$  ( $F_{count} 12,059 > F_{table}$  with  $\alpha 0.05 = 3.16$ ). Because the value of  $F(\text{Calculate}) > F(\text{Table})$  or significance level  $< 0.05$ , it can be concluded that the Goodness of fit test results of the regression model are significant. These results indicate that the regression model can be used jointly to predict the independent variables of organizational communication and work motivation on the performance of lecturers at the Faculty of Culture, Management and Business, Undikma

**Discussion**

**The Influence of Organizational Communication on Lecturer Performance**

Based on the results of the data processing carried out, it shows that organizational communication has a positive and significant effect on lecturer performance. This means



that the better the communication that exists within the organization, the better the performance of each lecturer will be. These results were supported by research conducted by R Riwayani (2023), Hendri (2015), Siswandi (2014), Utami (2013), Gani, (2014), Nugroho and Mulyantomo (2013), Doni (2013) and Sehfudin (2011) where the results Research shows that communication has a positive and significant effect on performance. However, the results of this study do not support research conducted by Paramita et al, (2016), where organizational communication did not have a significant influence on performance.

In an organization, communication can be done in various ways, whether by relying on telephone, internet, via SMS and so on, so the need for communication is between fellow employees and even leaders can run well. Effective communication is needed, but in organizations, effective communication often encounters obstacles such as filtering, selection of perceptions, silence, communication anxiety, lying and cultural barriers (Robbins, 2015).

Smooth communication is a factor that influences employee performance. According to Bernard, quoted by Yayat (2004:56), the communication system will occupy main (central) place, because the structure is broad and the scope of organizational problems is also completely determined by communication techniques. Meanwhile, Zeco and Dance, quoted by Arni Muhammad (2007:66), say that organizational communication is an interdependent system that includes internal communication and external communication.

### **The Influence of Work Motivation on Lecturer Performance**

Based on the results of data processing carried out research findings show that work motivation has a positive and significant effect on lecturer performance. This means that the higher the motivation of each lecturer in working, the better the performance of each lecturer will be. The findings of this research support research conducted by IC Putra (2022), H. Mustakim (2022), AS Nining (2023), Y Yamin (2022), S Prabowo (2022) and where the research results show that work motivation variables have a positive and significant effect on performance.

Motivation is a condition that exists within a person's personality that drives desires individual carry out certain activities to achieve goals. According to (Robbins, 2015) Motivation is a process that explains a person's strength, direction and persistence in efforts to achieve goals. Several things that motivate individuals are key to organizational performance, such as appreciation for differences, appraisal of feelings, the opportunity to work in jobs that are tailored to their strengths and interests, and employee participation. Work motivation is a condition that moves people to be able to achieve goals or conditions that are able to generate and maintain certain behavior.

## **4. CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

Based on the findings and results of the discussion described in the previous chapter, the conclusions of this research are:

1. There is a significant positive influence of the Organizational Communication variable on Lecturer Performance. This means that the more effective the communication, the higher the performance of lecturers at the Faculty of Culture Management and Business (FBMB) Undikma
2. There is a significant positive influence of the Work Motivation variable on the Performance of Lecturers at the Faculty of Management and Business Culture (FBMB)

- Undikma. This means that the higher the work motivation, the higher the performance of lecturers at the Faculty of Culture, Management and Business (FBMB) Undikma
3. Organizational Communication has a dominant influence on the Performance of Lecturers at the Faculty of Management and Business Culture (FBMB) Undikma

### Suggestion

The results of this research indicate that the Organizational Communication variable has a dominant influence on the performance of Lecturers at the Faculty of Management and Business Culture (FBMB) Undikma. For this reason, in connection with these results, management or the Faculty of Management and Business Culture (FBMB) Undikma can further improve how communication between fellow lecturers and the parties involved is better coordinated in order to improve lecturer performance to be even better in the future. which will come. Communication is not only in the form of meaning but we must understand why we communicate, in what way and how to communicate effectively.

Furthermore, suggestions for future research are to re-examine organizational communication, motivation and performance variables by adding other variables so that they are more diverse and not only focus on educational organizations but also other organizations so that they can be compared.

This research has several limitations, including first, this research is only limited to the performance of lecturers at the Faculty of Culture, Management and Business (FBMB) Undikma with a sample of 59 respondents. These two studies are only focused and limited to communication and motivation variables on performance while there are many other variables that can influence performance such as leadership, competency, organizational culture variables, as well as emotional and spiritual intelligence variables. Third, for future researchers, in order to reduce common method bias, variables need to be answered not only by individual respondents, but also need to be assessed by leadership.

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