



The Effect Of Intellectual Quotient, Spiritual Quotient, Individual Characteristics And Achievement Motivation Toward Competence, Organizational Commitments And Lecturers' Development (Study At Islamic Universities In East Java)

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ABSTRACT

The purpose of this study was to analyze the variables of intellectual quotient, spiritual quotient, individual characteristics and achievement motivation on competence, organizational commitment and career development of lecturers at Islamic Universities in East Java. This research approach employed a population of permanent lecturers who are appointed by foundations or managers and hold functional positions of at least expert assistants at the Islamic University in East Java based on the principle of *ahlussunnahwaljamaahannadliyahby* taking 162 respondents as samples. Meanwhile, the technique of analysis used Structural Equation Model (SEM). The results of the analysis showed that intellectual quotient, spiritual quotient, individual characteristics and achievement motivation influence competence and commitment while only intellectual quotient, individual commitment and individual characteristics affect the career development of lecturers. Yet, motivation has no influence on organizational commitment.

Keywords: intellectual quotient, spiritual quotient, individual characteristics, achievement motivation, competence, organizational commitment, lecturer career development

INTRODUCTION

The phenomenon of the low level of awareness of human resource development, especially career development of lecturers at institutions in the Islamic University in East Java, from 714 Permanent Lecturers of the Foundation registered in the *forlapof* Higher Education in 2018, only 37% or 271 Permanent Lecturers of the Foundation who have passed certification lecturer with a functional level of at least an expert assistant. This certainly can affect the assessment of both the individual lecturer and the institution in *forlapDikti*, which in the future will also affect the value of institutional accreditation at the university.

Indications of lecturers as professional educators are lecturers who already have lecturer certification as a form of their commitment in carrying out *TridharmaPerguruanTinggi* and other supporting activities. Islamic University in East Java is currently encouraging professional educators or their lecturers to always develop all the potential resources they have.

Every individual (worker) who joins an organization must adapt to the new environment and new people. How people adapt to situations and other people is very dependent on their psychological shape and personal background. Every attempt to learn why someone behaves as they do in an organization requires some understanding of individual differences. Managers spend a considerable amount of time assessing compatibility between individuals, work assignments and effectiveness. Both the characteristics of managers and subordinates, will affect the pattern of career development (Gibson et al., 2012).

A good career system will provide a sense of comfort and security for employees at work. Employees who feel a good career path in an organization or office will try to work well, showing the maximum possible performance to get the desired career path. So that career development is needed that is clear and fair for all employees so that employees work to the best of their ability. Employees will always feel valued if they get a good career in accordance with the resulting performance. Besides the clarity of career paths, the implementation of career paths that have been made is an important factor in fostering the best work abilities of employees. The application of a good career system will create a climate of healthy competition between employees to perform well in order to achieve a better career in accordance with the wishes of employees.

LITERATURE REVIEW

Intellectual Quotient

Career development in this study was influenced by several factors, namely intellectual quotient, spiritual quotient, individual characteristics and achievement motivation with mediating variables, namely organizational competence and commitment. A lecturer or teaching staff at a tertiary institution is required to carry out a Higher Education *Tri Dharma* and other supporting activities. *Tri Dharma* of higher education institutions, namely carrying out teaching, research and community service activities accompanied by other supporting activities such as fostering student activity units and so on. Therefore, educators or lecturers must be able to sustainably carry out these activities so that the careers they build can develop and make them professional educators.

Robins and Judge (2008) say that intellectual intelligence is the ability needed to perform various mental activities of thinking, reasoning and problem solving. Yani (2011) states that intellectual intelligence is the ability to acquire, recall and use knowledge to understand abstract and concrete concepts and the relationship between objects and ideas and apply knowledge appropriately.

Sternberg (2008: 67) explains intellectual intelligence is the ability to learn from experience, think using metacognitive processes, and the ability to adapt to the surrounding environment. Intellectual intelligence is the ability to analyze, logic and a person's ratio. Thus, this is related to speaking skills, intelligence of space, awareness of something visible, and mastery of mathematics. IQ measures our speed in learning new things, focusing on various tasks and exercises, storing and recalling objective information, engaging in thought processes, working with numbers, abstract and analytical thinking, and solving problems and applying pre-existing knowledge (Anastasia, 2007: 58).

Based on this background, the purpose of this study is to prove and analyze (1) The Effect of Intellectual Quotient (IQ) on Lecturer Competence (2) The Effect of Intellectual Quotient (IQ) on Lecturer Organizational Commitment (3) The Effect of Intellectual Quotient (IQ) on Lecturer Career Development (4) Effect of Spiritual Quotient (SQ) on Lecturer Competence (5) Effect of Spiritual Quotient (SQ) on Lecturer Organizational Commitment (6) Effect of Spiritual

Quotient (SQ) on Lecturer Career Development (7) Effect of Individual Characteristics on Lecturer Competency (8) Effect of Individual Characteristics on Lecturer Organizational Commitment (9) Effect of Individual Characteristics on Lecturer Career Development (10) Effect of Achievement Motivation on Competence (11) Effect of Achievement Motivation on Lecturer Organizational Commitments (12) Effect of Achievement Motivation on Lecturer Career Development (13)) Effect of Competence on Organizational Commitment Lecturer (14) Effect of Competence on Lecturer Career Development (15) Effect of Organizational Commitment on Lecturer Career Development

Spiritual Quotient

Rachmi (2010) defines spiritual intelligence as thoughts that get inspiration, encouragement, inspired effectiveness, and the appreciation of the divinity of all humans.

Ludigdo et al. (2006) states that spiritual intelligence is the intelligence to deal with and solve problems of meaning and value, namely placing human behavior and life in the context of a broader and richer meaning, and assesses that one's actions or lives are more meaningful than others. Spiritual intelligence is not necessarily related to religion. Spiritual intelligence precedes any specific values and culture, and precedes any form of religious expression that ever existed. But for some people it might be possible to find ways of expressing spiritual intelligence through formal religion so as to make religion necessary.

Individual Characteristics

According to James (2004: 87) individual characteristics namely interests, attitudes and needs brought by someone into a work situation. A similar opinion was also stated by Hurryati (2005: 79), that individual characteristics are a psychological process that affects individuals in obtaining, consuming and receiving goods and services as well as experience. Individual characteristics are interests, attitudes toward self, work and work situations, individual needs, abilities or competencies, knowledge about work and emotions, moods, feelings of beliefs and values (Ardana et al, 2008: 31).

Winardi (2004) asserts that individual characteristics include traits in the form of abilities and skills, family background, social background, experience, age, nationality, gender and others that reflect certain demographic characteristics; and psychological characteristics consisting of perception, attitude, personality, learning and motivation. The differences in these traits are brought into the world of work so that the motivation of each individual is different.

Achievement Motivation

According to Haditono (Kumalasari, 2006), achievement motivation is the tendency to achieve achievement in a relationship with the value of excellence standards. According to Herman (Linda, 2004) achievement motivation is very important in daily life, because the achievement motivation will encourage someone to overcome challenges or obstacles and solve one's problems, compete healthily, and will affect one's work performance. Rohwer (in Robbins, 2001) said that someone who has high achievement motivation will try to try every challenging and difficult task but is able to be completed, while people who do not have high achievement motivation will be reluctant to do so.

Competence

According to Andrews and Higson (2007) competence is knowledge, skills, or attitudes that enable a person to effectively carry out activities of a particular job or function with expected

work standards. The most important general group of competencies needed is a higher level of soft skills especially those related to communication.

According to Wibowo in his book entitled "Performance Management" (2013: 324) "Competence is an ability to carry out or carry out a job or task based on skills and knowledge and is supported by work attitudes demanded by the job."

Organizational Commitment

Organizational Commitment is defined as a condition in which an employee sits with the organization and the purpose of the organization is to maintain membership in the organization concerned (Blou, 1986; Boel, 1984 in Robbins, 2003). Work commitment is an indicator to measure the degree and extent of an employee in favor of organizational goals (Robbins, 2003).

Lecturer Career Development

Dessler (2003), said that a career is a series of positions related to work, whether paid or not, which helps a person grow in skills, success, and fulfillment of work. Furthermore, the opinion of Robbins (2001) states that a career is a series of positions occupied by someone during his age. This definition does not imply progress or success or failure, every work, paid or not, which is followed along an extended period of time, can form a career.

RESEARCH METHOD

This research can be categorized as explanatory research, namely research that explains the causal relationship between variables through hypothesis testing. Causal design is useful for analyzing the effects of one variable with another variable or how a variable affects other variables (Umar, 2000).

The population in this study were permanent lecturers who were appointed by foundations or managers and held functional positions of at least expert assistants at the Islamic University in East Java based on the principle of *ahlussunnahwaljamaah an nadliyah*. In determining the sample size with reference to the opinion of Hair, then in this study took a sample of 162 respondents.

Operational Definition is the operationalization of theoretical concepts which are derived into indicators that can be measured as follows:

1. Intellectual Quotient. Robbins and Judge (2008: 57) states the following are indicators of Intellectual Quotient (IQ): 1). The ability needed to do various mental activities of thinking, 2). The ability needed to do various reasoning activities, 3). The ability needed to do various problem solving activities.
2. Spiritual Quotient. Zohar and Marshall (2007: 14) are as follows: 1). The ability to be flexible is to be able to position themselves and can accept other people's opinions openly, 2). High level of self-awareness such as: the ability of autocriticism and knowing the goals and visions of life, 3). The ability to deal with and take advantage of suffering such as: no remorse, keep smiling and be calm and pray, 4) The ability to deal with and transcend pain such as: being sincere and forgiving, 5). Quality of life inspired by vision and values such as: principles and principles of life and grounded in truth, 6). Reluctance to cause unnecessary losses such as: not delaying work and thinking before acting, 7). Tendency to see the interrelationships between various things namely holistic view such as: the ability to think logically and apply according to social norms, 8). Real tendency to ask why or what if to look for basic answers such as: high imagination and curiosity ability, 9). Being what psychologists call an independent field

is having the ease of working against conventions, such as: willing to give and not to take.

3. Individual Characteristics. Robbins (2008: 171) mentions indicators of individual characteristics are as follows: 1). Attitude, 2). Personality, 3). Motivation, 4). Interests, 5). Past Experience, 6). Hope.
4. Achievement Motivation. McClelland (2007: 77) suggests that there are 6 characteristics of individuals who have high achievement motivation, namely: 1). Strong feelings to achieve goals, namely the desire to complete the task with the best results, 2). Responsible, which is able to be responsible for himself and determine his future, so that what he aspires to achieve, 3). Evaluative, namely using feedback to determine more effective actions to achieve achievement, the failure experienced does not make him despair, but as a lesson to succeed, 4). Take risks, in the sense that their actions are in accordance with the limits of their ability, 5). Creative and innovative, which is able to look for opportunities and use opportunities to be able to show their potential, 6). Love a challenge, which is happy about activities that are both achievable and competitive.
5. Competence. According to Spencer and Spencer (1993) competency indicators are: 1). Having competency, 2). Unyielding nature, 3). Self concept, 4). Broad knowledge, 5). The skills.
6. Organizational Commitment Three components of the commitment model developed by Robbins (2008: 11) refer to Allen Meyer (1991) defined as: (1). Strong Affective Commitment, Strong desire to do more for the organization, (2). Continuance Commitment, Willingness to do their best to survive in the interests of the organization with all investments in the form of time, work effort and special skills in organizations that are expensive to leave, (3). Normative Commitment, Trust in and strong acceptance of the values and goals of the organization are accompanied by feelings to maintain the organization as a moral obligation on organizational investment for self-improvement.
7. Career Development Dessler (2003), said that career development indicators are as follows: 1). Job performance, 2). Introduction, 3). Network, 4). Expired request, 5). Loyalty to the organization, 6). Mentor, 7). Key subordinates, 8). Opportunities for Growth, 9). International experience.

RESEARCH RESULTS AND DISCUSSION

the results of the description of the variables intellectual quotient, spiritual quotient, individual characteristics and achievement motivation for competence, organizational commitment and career development of lecturers are described as having high results. This shows that the average lecturer at the Islamic University in East Java has intellectual quotient, spiritual quotient, individual characteristics and good achievement motivation.

Furthermore, the results of hypothesis testing using standardized regression weight results from structural model estimates are:

Table 1. Hypothesis Testing Through Regression Weight

Hip.	Causality Relations		C.R.	P value	Explanation	
H ₁	<i>Intellectual Quotient (IQ)</i>	→	<i>Competence</i>	3,095	0,002	Significant
H ₂	<i>Intellectual Quotient (IQ)</i>	→	<i>Organizational competence</i>	2,703	0,007	Significant
H ₃	<i>Intellectual Quotient (IQ)</i>	→	<i>Career Development</i>	2.390	0,017	Significant
H ₄	<i>Spiritual Quotient (SQ)</i>	→	<i>Competence</i>	3,056	0,002	Significant
H ₅	<i>Spiritual Quotient (SQ)</i>	→	<i>Organizational Commitment</i>	3,188	0,001	Significant
H ₆	<i>Spiritual Quotient (SQ)</i>	→	<i>Career Development</i>	0,291	0,771	Not significant
H ₇	<i>Individual Characteristics</i>	→	<i>Competence</i>	2,609	0,009	Significant
H ₈	<i>Individual Characteristics</i>	→	<i>Organizational Competence</i>	2,397	0,017	Significant
H ₉	<i>Individual Characteristics</i>	→	<i>Career Development</i>	2,586	0,010	Significant
H ₁₀	<i>Motivation of Achievement</i>	→	<i>Competence</i>	2,450	0,014	Significant
H ₁₁	<i>Motivation of Achievement</i>	→	<i>Organizational Competence</i>	0,794	0,427	Not Significant
H ₁₂	<i>Motivation of Achievement</i>	→	<i>Career Development</i>	2,294	0,022	Significant
H ₁₃	<i>Competence</i>	→	<i>Organizational Commitment</i>	2,012	0,044	Significant
H ₁₄	<i>Competence</i>	→	<i>Career Development</i>	2,319	0,020	Significant
H ₁₅	<i>Organizational Competence</i>	→	<i>Career Development</i>	2,162	0,031	Significant

The parameter estimation results show that there are thirteen hypotheses accepted, namely the influence of Intellectual Quotient (IQ) on Competence, the influence of Intellectual Quotient (IQ) on Organizational Commitment, the effect of Intellectual Quotient (IQ) on Career Development, the influence of Spiritual Quotient (SQ) on Competence, the influence of Spiritual Quotient (SQ) on Organizational Commitment, the influence of Individual Characteristics on Competence, the influence of Individual Characteristics on Organizational Commitment, the influence of Individual Characteristics on Career Development, the influence of Achievement Motivation on Competence, the influence of Achievement Motivation on Career Development, the influence of Competency on Organizational Commitment, influence of Individual Characteristics on Career Development Competence for Career Development, and the effect of Organizational Commitment on Career Development

CONCLUSION

Based on the results of research and discussion that has been described, it can be concluded: (1) Intellectual Quotient (IQ) significantly influences Lecturer Competence (2) Intellectual Quotient (IQ) significantly influences Lecturer Organizational Commitment (3) Intellectual Quotient (IQ) has significant effect on Lecturer Career Development (4) Spiritual Quotient (SQ) significantly influences Lecturer Competence (5) Spiritual Quotient (SQ) significantly influences Lecturer Organizational Commitment (6) Spiritual Quotient (SQ) does not significantly influence Lecturer Career Development (7) Individual Characteristics significant

effect on Lecturer Competence (8) Individual Characteristics significant effect on Lecturer Organizational Commitment (9) Individual Characteristics significantly influence Lecturer Career Development (10) Achievement Motivation has a significant effect on Competency (11) Achievement Motivation does not significantly influence Commitment en Organizational Lecturer (12) Achievement Motivation has a significant effect on Lecturer Career Development (13) Competence has a significant effect on Lecturer Organizational Commitment (14) Competence has a significant effect on Lecturer Career Development (15) Organizational Commitment has a significant effect on Lecturer Career Development

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