



Teamwork and Competency : Drivers of Lecturers' Work-Quality in Banten, Indonesia

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Abstract: This study aims to analyze the effect of team work, communication competence and competency on the lecturers' work quality. The research approach was quantitative and the analysis method used was path analysis. The research instrument consisted of a structured survey questionnaire developed based on the operational definitions of the key variables, to measure the specified constructs. 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 work quality; (2) competency has positively and significantly affected the work quality; (3) team work has positively and significantly affected the competency; (4) communication competence 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 work quality was not significantly influenced by communication competence, which implied that the direct effect of communication competence on the work quality was not supported by empirical data in this research.

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Introduction

The role of higher education organizations is very strategic in building a prosperous and dynamic society (Zlate & Enache, 2015). 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 (Hayter & Cahoy, 2018). Higher education organizations, regardless of their nature, form, and size, remain dependent on the work quality of their employees as human capital that drives and directs the organization's dynamism (Nadolny & Ryan, 2015).

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 work quality, 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 work quality, 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 work quality is influenced by teamwork, communication, and competency.

The research conducted by Rose (2016), showed that organizations provided various resources to improve employee work quality. The employee work quality is measured by operational efficiency, employee productivity, and the organization's long-term success. Thus, employee work quality is an effective evaluation tool and contributes to achieving organizational goals (Star *et al.*, 2016). In line with the above research findings, work quality can be influenced by teamwork (Hanaysha, 2016), where teamwork is a group of people working together to achieve desired goals. Teamwork can affect employee competence (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 work quality 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 competence which will drive employee competency leading to increase the employee work quality. 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 work quality is communication competence. Communication competence 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 work quality (Suarta, Suarni & Ayu Purnamawati, 2021). The impact of communication depends on a person's communication competence, namely the ability to communicate effectively personally and appropriately socially (Trenholm & Jensen, 2013). Therefore, communication competence is key to employee work quality (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 competence may also be more likely to improve their competence through effective communication with superiors and colleagues.

Furthermore, the variable that influences work quality is competency. Competency is defined as a concept that describes the behavioural prerequisites for job work quality and



organizational outcomes, demonstrated by attributes of skills, character, qualities, abilities, capacities, and capabilities (Alsabbah & Izwar Ibrahim, 2013). Studies derive a definition of competence that describes the behavioral prerequisites for job work quality. 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 work quality 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 competence has been confirmed as a valuable resource for improving public services in organizations (Steele & Plenty, 2015). Research on communication competence among employees has examined the relevance of this competence to employee competency and employee work quality (Steele & Plenty, 2015) and teamwork (Potnuru *et al.*, 2019).

The urgency of this research lies in addressing significant work quality deficits among lecturers at Universitas La Tansa Mashiro (UNILAM), where declining productivity in key areas like teaching, research, and community service has been observed. Empirical data highlights specific challenges, including teamwork deficiencies affecting 15% of lecturers, poor communication impacting 10%, and inadequate competency, exemplified by 24% lacking proficiency in data analysis tools such as SPSS. These issues directly impede the institution's effectiveness and carry broader implications for Indonesian higher education, where lecturer work quality is crucial for education quality and the competitiveness of graduates on a national scale.

This study introduces novelty through its focus on Banten, Indonesia, a region underrepresented in higher education research, thereby providing localized insights into the drivers of lecturer work quality. Methodologically, it employs path analysis, moving beyond correlational studies to dissect the direct and indirect effects of teamwork, communication, and competency, revealing nuanced relationships. Notably, the research uniquely integrates these three underexplored variables within a higher education institution setting and aims to identify actionable thresholds to inform practical institutional reforms, bridging the gap between theoretical findings and policy implementation.

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

Research Method

This research used a quantitative approach with a survey method, with the questionnaire design based on theoretical references of Colquitt *et al.* (2019), Robbins & Judge (2022), and previous research by Potnuru, Sahoo, dan Sharma (2019), Redmond (2013), Yu dan Ko (2017). There are 24 statements for four organizational behavior variables, consisting of: (1) teamwork (first exogenous variable); (2) communication competence (second exogenous variable); (3) competency (first endogenous variable); and (4) employee work quality (second endogenous variable). The relationships between these

four variables were tested using the SmarPLS v.3 path analysis model. The research design can be seen in Figure 1 below:

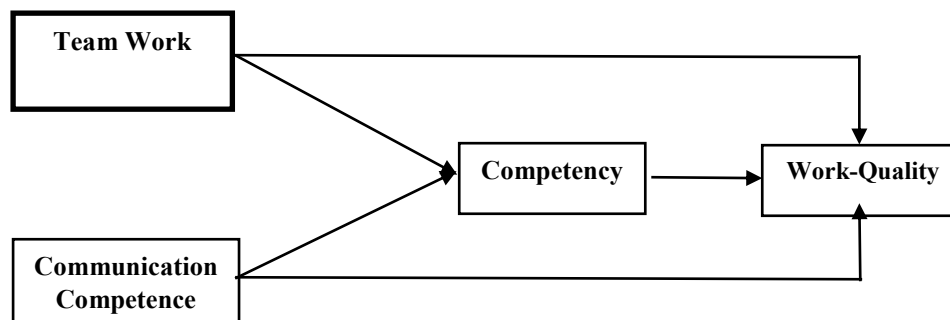


Figure 1. Research design

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

Hypothesis 1. There is a direct effect of teamwork on work quality.

Hypothesis 2. There is a direct effect of communication competence on work quality.

Hypothesis 3. There is a direct effect of competency on work quality.

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

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

Hypothesis 6. Competency mediates the relationship between Teamwork and work quality.

Hypothesis 7. Competency mediates the relationship between communication and work quality

The population of this research consists of all 121 lecturers at La Tansa Mashiro Higher Education Institution in Banten. For the sample, the author selected randomly the 121 lecturers and applied the Slovin formula (Noor, 2017), resulting in a selected sample of 92.89 lecturers, or 93 lecturers (n), with the assumption that lecturers are individuals who know and understand work quality 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 work quality 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 competence 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 competence 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.

Results and Discussion

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 competence with two dimensions and four

indicators, competence with three dimensions and six indicators, and work quality 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 competence → competency = 0.245; teamwork → work quality = 0.261; communication → work quality = 0.052; competency → work quality = 0.638. These path coefficient values can also be seen in Table 1.

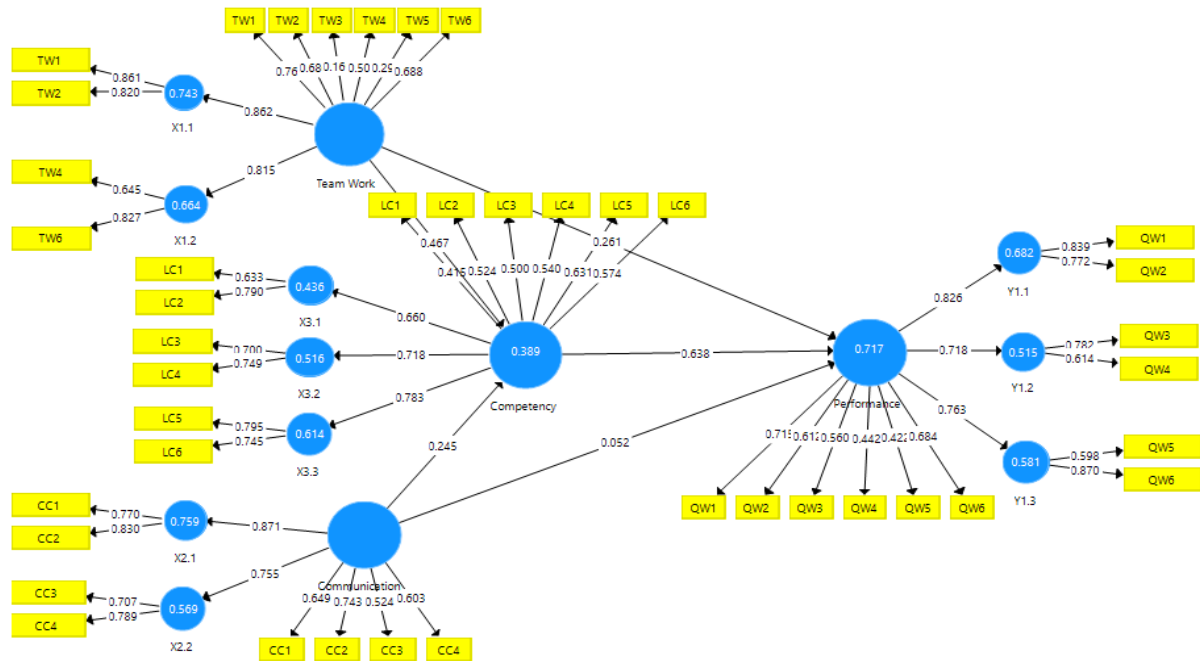


Figure 2. Structural Relationship Model Between Variables

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 → work quality has a p-value of 0.527, which means that the influence of communication competence on work quality is not significant.

Table 1. 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



Discussion

Teamwork on Lecturer Work quality

The research results indicate that teamwork has a positive and significant effect on lecturer work quality (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 Competence on Lecturer Work quality

Contrary to the initial hypothesis, the research results show that communication competence does not have a significant effect on lecturer work quality (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 work quality as measured by the dimensions of efficiency, effectiveness, and work time. Although communication competence is considered important in daily interactions and the delivery of lecture material (Trenholm & Jensen, 2013; Marin & Roelofs, 2017), this study shows that its direct influence on lecturer work quality 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., work quality reports) than collaborative; b. Lecturer work quality is more determined by other factors such as technical competence or teaching load, and c. The measurement of communication competence only included message delivery and did not cover aspects of active listening or conflict resolution.

Lecturer Competency on Lecturer Work Quality

The study's results indicate a strong, positive, and significant effect of lecturer competency on their work quality (path coefficient = 0.638; $p < 0.05$), thus supporting Hypothesis 3. This finding is firmly grounded in competency-based management theories, which posit that an individual's skills, knowledge, abilities, and other characteristics directly influence their job work quality (Alsabbah & Izwar Ibrahim, 2013). Competency, in this context, encompasses the essential attributes required for lecturers to effectively fulfill their roles, including adaptability, teamwork skills (as a personal attribute), and self-confidence. Lecturers possessing higher levels of these competencies are likely better equipped to navigate the demands of teaching, conduct impactful research, and engage effectively in community service, leading to enhanced work quality and overall work quality. This aligns with the resource-based view of the organization, which suggests that valuable, rare, inimitable, and non-substitutable resources, such as a highly competent workforce, can provide a competitive advantage and drive organizational success (Star *et al.*, 2016). The significant path coefficient underscores the critical importance of investing in and nurturing lecturer competency as a key driver of work quality within UNILAM.

Teamwork on Lecturer Competency

The research findings reveal a positive and significant influence of teamwork on lecturer work quality (path coefficient = 0.261; $p < 0.05$), supporting Hypothesis 1. This aligns with established literature emphasizing the crucial role of collaboration in enhancing individual and organizational outcomes (Hanaysha, 2016; Dubbelt *et al.*, 2019). Teamwork, defined as a group of individuals working interdependently towards shared goals (Robbins &



Judge, 2022), fosters an environment where collective efforts can lead to increased efficiency and effectiveness. In the context of UNILAM, effective teamwork likely enables lecturers to pool their diverse skills and knowledge, streamline the multifaceted tasks associated with the tri dharma (education, research, and community service), and distribute workload, ultimately contributing to higher individual work quality. This synergy resonates with the concept of social facilitation, where the presence and collaboration with others can positively impact individual work quality on shared tasks (Colquitt et al., 2019). However, the removal of teamwork indicators TW03 and TW05 suggests potential nuances within the implementation or perception of certain teamwork aspects at UNILAM, warranting further qualitative exploration to understand which specific elements of teamwork are most impactful and which require strengthening.

Communication Competence on Lecturer Competency

The research reveals a positive and significant impact of communication competence on lecturer competency (path coefficient = 0.245; $p < 0.05$), supporting Hypothesis 5. This finding aligns with the understanding that effective communication is a foundational skill that underpins the development and application of various professional competencies (Trenholm & Jensen, 2013). Communication competence, encompassing the ability to effectively and appropriately share information, ideas, and emotions (He *et al.*, 2019), enables lecturers to engage in meaningful interactions with colleagues, superiors, and students. Through clear and effective communication, lecturers can better acquire new knowledge, receive constructive feedback, collaborate on projects, and navigate complex professional situations, all of which contribute to the enhancement of their overall competency. As Steele & Plenty (2015) suggest, communication competence serves as a valuable resource for improving employee competency by facilitating the exchange of information and the development of shared understanding. Furthermore, individuals with higher communication competence are often more adept at seeking out and processing information crucial for professional growth, thereby fostering a continuous cycle of competency development.

Competency Mediates the Relationship Between Teamwork and Lecturer Work Quality

The study demonstrates that competency significantly mediates the relationship between teamwork and lecturer work quality, supporting Hypothesis 6. This indicates that the positive effects of teamwork on work quality are, at least in part, realized through its influence on lecturer competency. In other words, while teamwork directly contributes to work quality, its impact is amplified when it fosters the development of lecturer competencies. This aligns with the concept of mediation in organizational behavior, where the effect of one variable on another is explained by a third intervening variable (Colquitt *et al.*, 2019). Teamwork provides a platform for lecturers to learn from each other, share best practices, and collectively solve problems, thereby enhancing their individual and collective skills and abilities. This enhanced competency, in turn, empowers lecturers to perform their duties more effectively, leading to improved work quality and overall work quality. As Manzoor *et al.* (2011) suggest, teamwork can significantly affect employee competence, and this research extends that understanding by demonstrating how that enhanced competence translates into tangible work quality improvements. The findings underscore the importance of fostering both teamwork and competency development as complementary strategies for enhancing lecturer work quality within UNILAM.

Competency Mediates the Relationship Between Communication Competence and Lecturer Work Quality

The research indicates that competency mediates the relationship between communication competence and lecturer work quality, supporting Hypothesis 7. This



suggests that the positive effects of strong communication skills on a lecturer's work quality are partly achieved through the development of their overall competency. Effective communication competence enables lecturers to engage more effectively in professional interactions, seek and understand information relevant to their roles, and participate more actively in collaborative learning environments. This, in turn, contributes to the growth of their skills, knowledge, and abilities – their competency – which subsequently leads to improved work quality in teaching, research, and community service. As highlighted by Steele & Plenty (2015), communication competence is a valuable resource for enhancing employee competency. This study builds upon that by demonstrating how this enhanced competency, fostered by effective communication, acts as a pathway to higher lecturer work quality. Lecturers who communicate effectively are better positioned to acquire and apply new knowledge, receive and utilize feedback, and collaborate with colleagues, all of which contribute to their professional growth and ultimately, their effectiveness in their roles.

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

Conclusion

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

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

Thus, this research confirms that improving the work-quality of lecturer at UNILAM can be achieved through strengthening teamwork and developing competence, while the role of communication competence 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 Competence Training for Professional Development. Although the direct effect of communication competence on work quality 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 Competence 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 competence does not have a direct effect on work quality, 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).

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