

Performance of Student Sports Organizers

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Abstract: This research aims to find out the correlation between job satisfaction, management knowledge and the performance of the student sports organizers in higher educational institutions. Furthermore, this study is expected to give consideration as the basis for policy makers in universities to take steps in order to manage sports students properly and systematically. This research used a correlational method with a survey approach. The results showed that there was a positive correlation (1) between job satisfaction and performance; (2) between management knowledge and performance; and simultaneously (3) between job satisfaction, management knowledge and the performance of the student sports organizers.

1 INTRODUCTION

The Ministry of Research, Technology and Higher Education as a government institution, that is in line with its duties and functions in managing sports, works to integrate various parts in a single unit, since sport has a large contribution in fostering students and ultimately can support and develop sports education. Therefore, sports organizers have a strategic position in supporting the life of an institution in building a healthy organizational life. On the contrary, if the organization's management is not good, it will result in an obstacle to the coaching process. In fact, the progress of an organization is determined by the performance of its organizers.

The description above shows that the factor that play an important role in the advancement of student sports organizations is the performance of the organizers. Therefore, organizers as managers of organizational life must be able to guarantee and carry out tasks and activities, and be responsible for deviations from activities carried out in their fields. Also, they must be able to utilize all human and non-human resources optimally by carrying out various approaches to avoid and prevent irregularities, as well as to take responsibility for the performance of their colleagues. The quality of the performance of sports organizers depends on various supporting factors. These factors certainly must be identified in real terms to be considered and improved to ensure

that an organizational life runs well. There are so many variables that affect the performance of organizers in an organization. There are two aspects that are the most dominant variables in supporting performance, namely job satisfaction and management knowledge.

Job satisfaction is an individual's attitude towards their work. The attitude depends on the compensation that is adjusted to the level of work. It is also possible that job satisfaction depends on the conducive working atmosphere. If someone who works in an organization has a meaningful level of satisfaction, he or she will have a tendency to work more productively. In other words, the higher the level of individual job satisfaction, the better the performance will be. Therefore, the position of job satisfaction in an organization is able to greatly affect one's performance.

Knowledge of management is a provision for managers of an organization to run the organization. Managers who have sufficient knowledge of management will (1) be aware of their duties and responsibilities as well as their position, (2) know what they will and should do, (3) work more professionally, and (4) provide excellent services since they know how management works. Therefore, the management knowledge variable is very influential on the performance of the management of student sports organizations. An organization will run well if the quality of services provided to

students reflects good performance. The description above proves that the role of the managers of organization can be seen through their performance which has a very significant influence on the development of student sports organizations in higher education. Based on the description, the researcher is interested in conducting research on the factors above as research questions. Therefore, it is necessary to conduct research on job satisfaction and management knowledge to find out what factors determine the performance of student sports organizers in higher education.

In light of the above explanation, various problems can be identified, namely (1) what factors affect the performance of the management of student sports organizations? (2) Does cooperation affect performance? (3) Does the level of management knowledge affect performance? (4) Does the commitment affect its performance? (5) Does motivation affect performance? (6) Does leadership affect someone's performance? (7) Does job satisfaction affect someone's performance?

Based on the results of observations and information from some student sports organizers, several problems were identified, namely (1) what is the correlation between job satisfaction and the performance of student sports organizers in higher educational institutions? (2) Is there a correlation between management knowledge and performance? (3) How significant is the correlation between job satisfaction and management knowledge together with the performance of student sports organizers?

2 LITERATURE REVIEW

2.1 Management Performance

Terminologically, performance means the willingness and ability to do a job in a certain period of time. Performance as a productive activity in a certain period of time of someone who contributes to the achievement of management system goals (Setro, 2007). Performance as a result of work and behavior. It can be seen that performance is an important factor in determining success (Armstrong and Barron, 2008). Therefore, with regard to success in organizing, it needs to get attention for the organization managers to get optimal results in carrying out their daily duties and responsibilities.

Performance is very important in organizational life. In this case, it is related to the achievement of a person's work performance on the duties and responsibilities given to the management of an

organization. This is in accordance with what was revealed by (Liana, 2012) that performance is a measure of success in doing a job.

If performance is associated with someone's role in the organization (Riansari, *et al.*, 2012) interpret performance as an actor or individual activity that is in accordance with the expectations or goals of the organization. This shows that someone as a member of the organization carries out certain duties as part of the responsibilities set out by the organization. The responsibility of each individual must be clear, because a person's performance cannot be accurately measured if the responsibilities of each member are not clear. Duties and responsibilities that become a reference in assessing one's work results are in line with the results of his or her responsibilities that indicate his or her performance in the organization. The definitions described above show performance is a person's ability to carry out daily work in accordance with the tasks and functions that have been determined through a performance plan or the determination of the performance of a certain period of time with full responsibility to achieve an accountable outcome.

Person's performance is affected by four factors, namely (1) personal factors, including individual skills, competence, motivation and recruitment, quality leadership factors, motivation, guidance and encouragement, (2) work system factors, (3) situational factors which include changes and emphasis, and (4) internal and external factors. (Armstrong and Baron, 2008)

Furthermore, the decline in one's performance (Haryono, 2002) is affected by (1) a lack of knowledge and skills, (2) a lack of incentives provided, and (3) a less supportive work environment, such as leadership style and individual internal factors. As top leaders, managers must be able to manage all activities properly, so that all planned activities can be carried out properly. A manager will work optimally if he applies management functions as an important part in making a policy.

2.2 Job Satisfaction

One of the forms of response related to work, in terms of psychological aspects, is feeling satisfied or dissatisfied. Satisfaction will lead to an urge to do the same job again, while those that cause dissatisfaction tend to be avoided. When working, individuals always involve personal aspects, namely physical and psychological points of view. This

applies also to how to respond to the results of the work.

Job satisfaction is an emotional state that is pleasant or unpleasant for employees to view their work (Handoko, 2006). Job satisfaction reflects a person's feelings for his job. The principle of job satisfaction is personal or individual. Each person will have a different level of satisfaction according to his value system. Job satisfaction is usually known based on the results of an investigation on workers. One can be asked whether they are satisfied with their work (Wibowo, 2014). Individuals tend to prefer jobs that provide opportunities to use skills and abilities, and offer a variety of tasks, freedom and feedback on how well the work can be done.

The behavior of one's employer is also a major determinant of satisfaction (Cahyanto and Mudiarta, 2016). This means that job satisfaction can be increased if the supervisor or direct leader is friendly and able to understand; offers praise for good performance; listens to opinions; and shows a personal interest in them.

Job satisfaction depends on the level of intrinsic results, extrinsic results, and the perceptions of the employees (Koesmono, 2005). Intrinsic results manifest internal responses, while the extrinsic results of one's job satisfaction are also affected by external factors such as colleagues, the environment, etc. All of these results have different values for different people. For some people, responsibilities and challenging jobs may have neutral, negative, or even positive values. Human beings are different in terms of their interests related to work. The difference itself will basically explain the different levels of job satisfaction for the same work assignments (Riansari, *et al.*, 2012).

From some of the definitions stated above, there are similarities in explaining job satisfaction. Emphasis on job satisfaction lies in the individual and the manifestation of satisfaction which can be seen in his attitude towards the work being done as well as in the work experience he has gained. Enjoyable conditions can be achieved if the nature and type of work are in accordance with the needs and values that one has. Job satisfaction as being pleasant or unpleasant is shown by an employee on his work (Wether and Davis, 1996). Thus, employees will exhibit an attitude that a sense of pleasure and satisfaction or displeasure.

Everyone has a different level of satisfaction in accordance with his or her value system. The difference is determined by the perceived needs and values of the individual in relation to the experience

gained in the work since the desire for good working conditions is also based on various needs.

2.3 Knowledge of Management

Knowledge is basically all that is known about an object and mental state that directly or indirectly contribute to enriching human life. The main is because humans naturally have curiosity about their environment. The level of human curiosity is determined by the will that comes from within each individual and the interpretation of the environment they are in. Human knowledge is obtained through (1) knowledge sources in their life, (2) various interactions with each other and the symptoms that arise, and finally (3) changes that occur in the surrounding environment. Implicitly, the beginning of human knowledge is based on the ability to think. Then, facts are the focus of the discussion about knowledge. To earn it, a conclusion should be made, so facts and conclusions are closely related in achieving knowledge. (Suriasumantri, 2010)

Knowledge is arranged in hierarchical order, from the most specific level to the universal and complex level. There are several aspects of knowledge, namely (1) specific knowledge which consists of terminological knowledge and specific knowledge of specific facts; (2) knowledge that involves specific ways and meanings, which includes knowledge of conventions / agreements, knowledge of trends and sequences, knowledge of classification and category, knowledge of criteria and knowledge of methodology; (3) universal and abstract knowledge as knowledge of criteria and knowledge of methodology; (4) universal knowledge in a particular field, including knowledge of principles and generalizations, and knowledge of theory and structure (Rusuli and Daud, 2015). From these opinions, it can be concluded that knowledge is the result of human thought processes obtained by humans through the five senses and come up with definite ideas or facts which further underlie the formation of attitudes and actions. Knowledge is required by humans to meet needs, overcome problems that exist in everyday life with an orientation to improve the welfare of life. This will continue to grow, due to increasing needs.

Meanwhile, management is a process carried out to get results through other people. This is consistent with the opinion (Robbin, 2007) that management is the process of achieving results efficiently and through other people. Management is the art of completing work through other people (Handoko, 2006). This shows that the managers of an

organization can achieve organizational goals through the arrangement of others to carry out various jobs needed, or in other words by not doing the work by themselves.

As a social process, management places its function on interaction between people, both horizontally and vertically in one's operational position in the organization. This illustrates that management has elements of cooperation and leads to the goals to be achieved and only applied to groups of people who have clear objectives. To produce these goals, it must be supported by management as a function.

Divides management functions into planning, organizing, actuating, and controlling. The functions of management proposed by the experts on management show that management is a process directed at achieving goals in certain ways (Hasibuan, 2011). Based on some understanding of management above, it can be concluded that management is an activity of utilizing existing resources in the organization in order to achieve organizational goals. Utilization of these resources can be done by utilizing management functions as the process of organizing an activity.

3 METHOD OF RESEARCH

This research used a correlational method with a survey approach. The populations were the student sports organizers of STKIP Melawi in Melawi District and the student sports organizers of STKIP Pamane Talino Ngabang in Landak District. The samples used were a total sampling of 40 people.

Questionnaires were used to collect the data. Each item contains the scores of 5 (five) choices (Likert scale). For answering positive statements, following scores were given, namely A = 5, B = 4, C = 3, D = 2, E = 1. Meanwhile, for negative statements, the opposite score is given.

4 RESULTS AND DISCUSSION

4.1 Results

The results of the research were presented as follows.

Related to the performance of student sports organizers, from 40 respondents, the following result were obtained. The lowest range was 146. The highest range was 186. The average was 166.825.

The standard deviation was 12.51. The frequency distribution can be seen in table 1 as follows.

Table 1: Performance frequency distribution of student sports organizers

No	Interval Class	Absolute Frequency (f)	Relative Frequency
1	145 – 151,5	6	15
2	151 – 157,5	6	15
3	157 – 163,5	6	15
4	163 – 169,5	4	10
5	169 – 175,5	4	10
6	175 – 181,5	7	17.5
7	181 – 187,5	7	17.5
		40	100

Table 1 shows that the group average was 4 (10%). Below the group average, the frequency was 18 (45%), and above the group average, the frequency was 18 (45%). Thus the organizers' performance was quite varied.

In relation to job satisfaction, the lowest was 131 and the highest was 147. The average was 166,825. Standard deviation was 12.51. Frequency distribution can be seen in table 2 below.

Table 2: Frequency distribution of job satisfaction scores

No	Interval Class	Absolute Frequency (f)	Relative Frequency
1	128,5 -131	1	2.5
2	131,5 - 134	9	22.5
3	134,5 -137	12	30
4	137,5 - 140	6	15
5	140,5 - 143	7	17.5
6	143,5 - 146	4	10
7	146,5 - 149	1	2.5
		40	100

Table 2 shows that the group average was 6 (15%), Below the group average, the frequency was 22 (55%), and above the group average, the frequency was 12 (30%). Thus the organizers' performance was quite varied.

In terms of management knowledge, the lowest score was 11, and the highest was 28. The average was 19.55. The standard deviation was 5.34. The frequency distribution can be seen in table 3 below.

Table 3: Frequency distribution of management knowledge scores

No	Interval Class	Absolute Frequency (f)	Relative Frequency
1	8,5 - 11	1	2,5
2	11,5 - 14	7	17,5
3	14,5 - 17	7	17,5
4	17,5 - 20	6	15
5	20,5 - 23	8	20
6	23,5 - 26	8	20
7	26,5 - 29	3	7,5
		40	100

Table 3 shows that the group average was 6 (15%). Below the group average, the frequency was 15 (37.5%) and above the group average, the frequency was 19 (47.5%). Thus the score of management knowledge was also varied.

4.2 Discussion

4.2.1 Correlation between Job Satisfaction and Performance of Student Sports Organizers

The calculation results of the hypothesis, which states that there is a significant correlation between job satisfaction (X_1) and the performance of the student sports organizers (Y), showed a simple regression equation model $\hat{Y} = -226.47 + 2,85X_1$. Through analysis of variance for significance, it obtained $F_h = 585.0966 > F_t = 4.10$, while for linearity, it obtained $F_h = -1.25468 < F_t = 3.03$. The simple regression equation is $\hat{Y} = -226.47 + 2,85X_1$ which indicated high significance and linearity. This meant that if job satisfaction increased, then the performance of student sports organizers increased at a score of 2.85 in the constant -226.47.

Furthermore, the correlation coefficient between job satisfaction (X_1) and the performance of the student sports organizers was at 0.97. Through the t-test obtained $t_{calc} 79.30 > t_{tab} 1.81$, the correlation coefficient (r_{y1}) was declared significant at the level of 0.05, which meant that the higher the job satisfaction, the higher the performance of the student sports organizers and vice versa.

Based on the correlation coefficient (r_{y1}), the value of determination also obtained 0.94. This meant that variations in the performance of student sports organizers could be explained by variations in job satisfaction by 94%.

The findings in this research are in line with the theoretical study discussed earlier that student sports organizers who have good job satisfaction will be

able to perform optimally. Thus, the performance of the student sports organizers is related to their job satisfaction. In addition, the results of this research also showed that job satisfaction is important and should be increased by each organizer to improve performance.

Partially, the correlation between job satisfaction and the performance of student sports organizers, by controlling the variable job satisfaction, obtained a partial correlation coefficient (r_{y12}) of 0.26. This meant that this correlation had limited the involvement of correlation of other independent variables. Furthermore, controlling these variables showed an increase in closeness between the correlation between job satisfaction and performance, so that the partial correlation coefficient was significant: $t_{calc} (4.19) \geq t_{tab} (1.81)$.

4.2.2 Corelation between Management Knowledge and Performance of Student Sports Organizers

The results of calculations of the hypothesis, which states that there is a significant correlation between management knowledge (X_2) and the performance of student sports organizers (Y), showed a simple regression equation model of $\hat{Y} = 66,99 + 2,55X_2$. Through analysis of variance for significance, it obtained $F_h = 1971,32 > F_t = 4.10$. Meanwhile for linearity, obtained $F_h = -1,34 < F_t = 3.03$. Therefore, the simple regression equation is $\hat{Y} = 66,99 + 2,55X_2$ which was declared as being very significant and linear. This meant that if management knowledge was improved, then the performance of the student sports organizers increased at a score of 2.55 on the constant of 66.99.

Furthermore, the correlation coefficient between management knowledge X_2 and the performance of the student sports organizers was at 0.98. The t-test obtained $t_{calc} 43,28 > t_{tab} 1.81$, so the correlation coefficient (r_{y1}) was declared as being significant at the level of 0.05 which meant that the higher the knowledge of management, the higher the performance of the student sports organizers. On the contrary, low management knowledge will bring the consequences of low performance. Based on the correlation coefficient (r_{y2}) it also obtained a determination value of 0.98. This meant that variations in the performance of student sports organizers could be explained by variations in management knowledge by 98%.

The findings in this research are in line with the theoretical study discussed earlier that student sports organizers who have good management knowledge

will be able to perform optimally. Thus, it can be concluded that the performance of the student sports organizers is related to the management knowledge possessed by the organizers concerned. In addition, the results of this research also showed that management knowledge is important and should be improved by each organizer to improve their performance.

Partially, the correlation between job satisfaction and the performance of student sports organizers, by controlling the variable of job satisfaction, obtained a partial correlation coefficient (r_{y21}) amounting to 0.31. This meant that this correlation had limited the involvement of correlation of other independent variables. Furthermore, controlling these variables showed the increasing closeness of the correlation between management knowledge and performance, so that the partial correlation coefficient was significant because $t_{\text{calc}} 4.94 \geq t_{\text{tab}} 1.81$.

4.2.3 Correlation between Job Satisfaction along with Management Knowledge and the Performance of Student Sports Organizers

The results of the research on the hypothesis, which states that there is a positive correlation between job satisfaction along with management knowledge with the performance of student sports organizers, showed a multiple regression equation mode $\hat{Y} = 121.14 + -0.03X_1 + 2.58X_2$. Through analysis of variance to significance, it obtained $F_{\text{calc}} 8.94 > F_{\text{table}} 4.10$, thus the multiple equation was $\hat{Y} = 121.14 + -0.03X_1 + 2.58X_2$ which was declared as being very significant and linear. It meant that if job satisfaction and knowledge of management were simultaneously improved, the performance of student sports organizers increased by 0.89 ($-0.03X_1 + 2.58X_2$) score on the constant of 121.14.

Based on the multiple regression equation above, it showed that among the two independent variables, the highest gave an increase in the performance of student sports organizers; if the two independent variables were raised by one unit, variable of job satisfaction was 0.03 and management knowledge was 2.58.

Furthermore, multiple correlation coefficients between job satisfaction and management knowledge and organizer performance simultaneously obtained (R_{y12}) 0.32. Significance testing through the F test obtained $F_{\text{calc}} 8.94 > F_{\text{tab}} 4.10$, so the multiple correlation coefficient (R_{y12}) was declared significant which meant that the higher job satisfaction and knowledge of management

simultaneously, the higher the performance of the student sports organizers. On the other hand, the lower the job satisfaction and management knowledge, the lower the performance of student sports organizers.

Based on multiple correlation coefficients (R_{y12}), the coefficient of determination obtained 0.32, so that the findings in this research indicated the importance of variable job satisfaction and management knowledge to improve the performance of student sports organizers because simultaneously these two variables explained variations in organizers' performance at 32%. This is in line with the theory of each independent variable described in the previous section. Overall it can be concluded that the two independent variables, namely the variable of job satisfaction and management knowledge, have a positive significant correlation with the performance of student sports organizers.

5 CONCLUSION AND SUGGESTION

5.1 Conclusion

In light of the description of the data and discussion described above, conclusions can be drawn as follows. There was a positive correlation between job satisfaction and performance. This meant that the better the job satisfaction, the better the performance, and conversely the lower the job satisfaction, the lower the performance of the student sports organizers. Thus, job satisfaction was one of the variables that was strongly associated with the performance of the organizers.

Also, there was a positive correlation between management knowledge and performance. This meant that the better the management knowledge, the better the performance, and conversely the lower the management knowledge, the lower the organizers' performance. Thus, management knowledge was one of the variables that is closely related to the performance of student sports organizers.

Finally, there was a positive correlation between job satisfaction along with management knowledge and organizers' performance simultaneously. This meant that the better the level of job satisfaction and management knowledge, the better the performance, and conversely the lower the job satisfaction and management knowledge, the lower the performance of student sports organizers.

5.2 Suggestion

To optimize good performance, student sports organizers should have good job satisfaction and knowledge management because the existence of these two variables has a close correlation. For other organizers who have low job satisfaction and low management knowledge, training should be immediately conducted as an effort to increase both of these variables, or other variables related to performance. Since this research is limited, it is recommended for other researchers to develop similar research with other variables related to performance.

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