

Organizational culture and motivation as factors affecting lecturers' performance

Boyke Setiawan S¹, Nandan Limakrisna²

Binus University¹, Universitas Persada Indonesia-YAI²

boyke.soeratin@binus.ac.id, correspondent.author@gmail.com

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui dan menganalisis : (1) Budaya Organisasi; (2) Motivasi Kerja; (3) Kinerja Dosen; dan (4) Pengaruh Budaya Organisasi dan Motivasi Kerja terhadap Kinerja Dosen Program Studi Manajemen di Universitas Persada Indonesia YAI baik secara simultan maupun parsial. Metode penelitian yang digunakan dalam penelitian adalah survey deskriptif dan survey explanatori, unit analisis dalam penelitian ini adalah dosen Program Studi Manajemen Universitas Persada Indonesia YAI dengan sampel 41 orang. Jenis penelitiannya adalah kausalitas, dan rentang waktu dalam penelitian ini adalah cross-sectional. Berdasarkan hasil penelitian ditemukan bahwa Budaya Organisasi di Universitas Persada Indonesia YAI ternyata sebagian dosen memberikan tanggapan yang cukup baik; Motivasi Kerja Dosen Universitas Persada Indonesia YAI secara umum dapat dikatakan belum baik; Kinerja Dosen Universitas Persada Indonesia YAI saat ini tergolong belum baik. Budaya Organisasi dan Motivasi Kerja secara simultan mempengaruhi Kinerja Dosen. Karena Budaya Organisasi lebih dominan dalam mempengaruhi Kinerja Dosen, menjadi prioritas pertama dalam meningkatkan Kinerja Dosen, Universitas Persada Indonesia YAI diharapkan dapat meningkatkan Budaya Organisasi, sehingga mereka mampu bekerja lebih profesional.

ABSTRACT

The purpose of this research is to know and analyze: (1) Organizational Culture; (2) Work Motivation; (3) Lecturer Performance; and (4) The Influence of Organizational Culture and Work Motivation on the Performance of Management Study Program Lecturers at the University of Persada Indonesia, YAI, both simultaneously and partially. The research method used in this study was a descriptive survey and an explanatory survey. The unit of analysis in this study was a lecturer at the University of Persada Indonesia YAI's Management Study Program with a sample of 41 people. This type of research is causality, and the time span in this study is cross-sectional. Based on the results of the study it was found that the Organizational Culture at the University of Persada Indonesia, YAI, in fact, some lecturers gave quite good responses; Persada Indonesia University Lecturer Work Motivation YES in general it can be said that it is not good; The performance of lecturers at Persada Indonesia University, YES, is currently not good. Organizational Culture and Work Motivation simultaneously affect Lecturer Performance. Because Organizational Culture is more dominant in influencing Lecturer Performance, being the first priority in improving Lecturer Performance, Universitas Persada Indonesia YAI is expected to be able to improve Organizational Culture, so that they are able to work more professionally..



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INTRODUCTION

Higher education as a component of education that is planned, directed and integrated in fostering students' potential to master knowledge, values and skills will determine the future of the nation. The lecturer is one of the components in education which has an important role and strategy in guiding students and students towards maturity and independence, so that the lecturer is often said to be the spearhead of education.

Lecturers as mentors in educational institutions are the main driving force. Educational activities carried out by a lecturer in an education unit label the individual as an educator. Lecturers are at the forefront of creating quality human resources. Lecturers deal directly with students in class through the teaching and learning process. It is in the hands of lecturers that quality students will be produced, both academically, skillfully, emotionally, morally and spiritually mature. Thus, future generations will be produced who are ready to live with the challenges of their time. Therefore, it is

necessary to have a lecturer who has high qualifications, competence and dedication in carrying out his professional duties. Therefore good lecturer performance is needed in educational units.

Lecturer performance can be shown from the ability of lecturers to master the required competencies, namely pedagogic competence, personal competence, social competence, and professional competence (Law Number 14 of 2005).

Lecturers have strong motivation, they must work in a college environment or a conducive organizational culture. Organizational culture is a dynamic element that exists in the place where he works. Organizational culture for lecturers is the culture of higher education, namely everything that exists within the higher education organization, both physically and socially. A good organizational culture will provide encouragement (motivation) to every individual present, and within the organizational structure one must be able to work comfortably and optimally. Conversely, if the organization is less supportive it will affect work motivation.

Organizational culture can shape lecturer work, because it creates an extraordinary level of motivation for lecturers to give their best ability to take advantage of the opportunities provided by their organization. Organizational culture is one of the organizational tools that can be used to achieve organizational goals. In fact, organizational culture can be relied upon as organizational competitiveness, especially if organizational culture presents strategic values that can be relied upon to compete. In modern civilization, organizational culture is no longer the past history of the organization in achieving success, but rather as an engineering management or authoritarian organization for competence, therefore organizational culture is always maintained, maintained and managed properly so that it can be relied on as an instrument for competence. A good organizational culture will provide encouragement (motivation) to every individual present, and in an organizational culture structure that is less supportive will affect work motivation.

The compliance of organizational members to obey or follow these habits or norms will affect a person's performance or organizational performance. Likewise, if you do not comply with customs or norms, your performance will decrease. Thus organizational culture affects a person's performance (Kasmir, 2016: 191).

Work motivation is an encouragement for someone to do work. If a person has a strong drive from within or from outside, then that person will be stimulated or compelled to do something well. In the end encouragement or stimulation both from within and from outside a person will produce good performance, and vice versa if employees are not motivated or stimulated to do their work then the results will reduce the employee's performance.

Thus it can be said that motivation affects one's performance. The more motivated a person is to do a job, the performance will increase, and vice versa the more unmotivated a person is to do his job, the performance will decrease (Kasmir, 2016: 190).

Universitas Persada Indonesia YAI Jakarta as an educational institution where every human resource incorporated in it, of course, has its own organizational culture and motivation, so that this condition has until now been an obstacle for lecturers' performance to work optimally in line with the vision and mission of the organization. , because the role of human resources or lecturers is very important in order to achieve its vision and mission. Based on interviews with lecturers and researchers' observations (Survey, 2022), it shows that collaboration between lecturers in achieving good achievements, does not seem to be fully established, communication relations among lecturers are felt to be less harmonious because there are still visible lecturers who cannot be invited to cooperate and support capacity which is not yet strong, so that the resulting performance does not match the predetermined target. Lecturer service performance that is still low and unenthusiastic and waiting for superiors' orders is a phenomenon that arises in the work life of personnel, even though the division of tasks (job descriptions) for each lecturer already exists. Work patterns that tend to be instantaneous in services related to main tasks and outside tasks are not uncommon, thus disrupting the smooth implementation of tasks. Even though when viewed from the abilities, skills and potential of the lecturers it is quite sufficient.

Lecturers' low performance is also more prevalent in work achievement below predetermined targets, as well as work behavior that is still lacking. Patterns of cooperation that are also less conducive and less supportive initiatives.

Another indication of the low performance of lecturers can also be seen from the frequent lecturers who come to work late, the high empty hours in class due to lecturers not coming to work.

Then, researchers get problems related to the low performance of lecturers based on data from Persada Indonesia YAI Jakarta University lecturer report cards for TA. 2019/2020 and TA. 2020/2021, as follows :

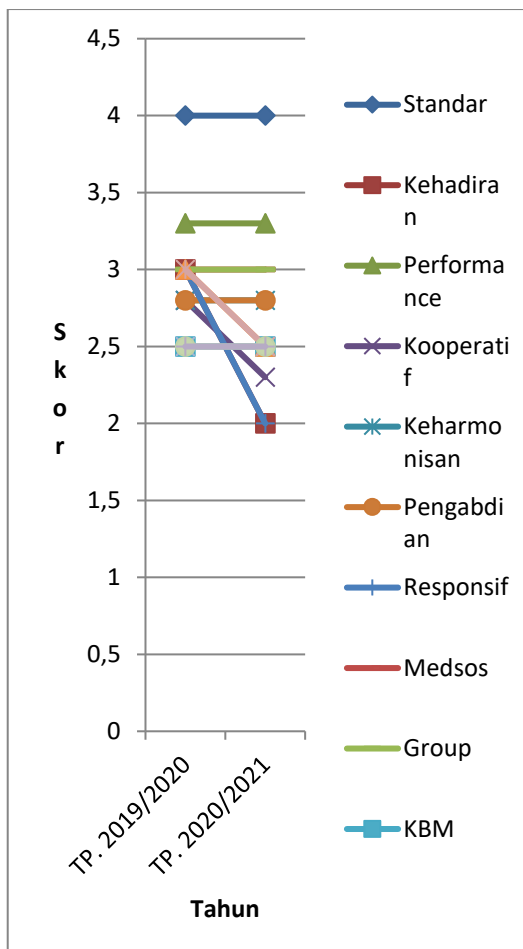


Figure 1 Lecturer Report Cards at the University of Persada Indonesia YAI

It can be seen from the TA Lecturer's report card data. 2019/2020 and TA. 2020.2021, there is a decline in performance, where attendance rates are decreasing, lack of positive response in accepting new policies, less harmonious communication between fellow Lecturers, staff and leaders, Lecturer commitment and loyalty to organizational goals and achievement of learning targets.

This was sharpened by the conditions that occurred in 2020 with the Covid-19 Pandemic. Where the policy is motivated by a pandemic that has made the face of our education not as usual, so there are many changes that must be adjusted quickly which really require a lot of energy, thought, and even time consumed to provide quality and quality education services.

As lecturers, they are required to always continue to innovate for the sake of educational development and begin to adjust to what is recommended by government agencies at the central, provincial and even regional levels. Of course, with different ways of teaching than usual, among educators there are many demands that must be met at any time when they want to carry out teaching and learning activities. there are problems that arise among lecturers, for example curriculum adaptation which is quite slow, the readiness of lecturers to teach online.

Organizational Culture can influence the way people behave and must be a benchmark in every organizational development program and policy taken. This is related to how the culture affects the organization and how a culture can be managed by the organization.

The importance of studying organizational culture is due to the assumption that organizations consisting of a group of people who work together need an organizational culture that can be used as a benchmark for behavior that has been mutually agreed upon within the organization. This organizational culture is a reflection of the organization that distinguishes it from other organizations.

According to Kreitner and Kinicki in Ambarita, et al (2014: 12) that organizational culture is a form of assumption that is owned, implicitly accepted by a group and determines how the group feels, thinks, and reacts to its diverse environment.

Mangkunegara in Manahan P Tampubolon (2004:190), which states that organizational culture is "a set of assumptions or a system of beliefs, values, and norms developed within the organization which is used as a guideline for behavior for its members to overcome external and internal adaptation problems. ”.

The compliance of organizational members to obey or follow these habits or norms will affect a person's performance or organizational performance. Likewise, if you do not comply with customs or norms, your performance will decrease. Thus organizational culture affects a person's performance (Kasmir, 2016: 191).

Work motivation is an encouragement for someone to do work. If a person has a strong drive from within or from outside, then that person will be stimulated or compelled to do something well.

The more motivated a person is to do a job, the better his performance will be, and vice versa, the more unmotivated a person is to do his job, the lower his performance will be. Besides that, motivation can also be assessed as a driving force that causes people to do something to achieve goals. In this case, motivation refers to symptoms that involve encouragement to act towards certain goals (Harold Koontz & Heinz Weihrich, 1997:411).

This is reinforced by Wexley and Yukl in Khaerul Umam (2010: 159), providing boundaries regarding motivation as "The process by which behavior is energized and directed". Other experts provide similarities between motives and needs. From these limitations it can be concluded that motivation is something behind individual actions to achieve certain goals.

Meanwhile, Ibnu Syamsi (2013: 71) says that work motivation is something that inspires, enthusiasm then encourages them to work well. This theory states that inspiration and enthusiasm are the driving force in work.

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METHOD

The method used in this study uses descriptive and verification research. The descriptive method (Sugiyono: 2017: 11), is a research method carried out to determine the existence of independent variables, either only on one variable or more (stand-alone variables) without making comparisons and looking for relationships between these variables and other variables. The method is carried out by collecting, presenting and analyzing data so as to provide a clear enough picture of the object under study to be able to draw conclusions. In this study the descriptive analytical method was used to find out how the organizational culture, how the lecturers work motivation and how the performance of the lecturers at Persada Indonesia University YAI Jakarta.

The population is the entire group or individuals who have certain characteristics in a study (Andhita D. Wulansari, 2012:41). The population in this study were all lecturers at the University of Persada Indonesia YAI Jakarta for the 2022/2023 academic year, totaling 41 people.

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2007:118). As for this research is to use saturated sampling technique (boring sampling). Saturated sampling is a sample that represents the total population. (Riduwan, 2008:156). Because it uses saturated sampling, it does not use the term sample but uses research subjects. The subjects of this study were all lecturers at the University of Persada Indonesia YAI Jakarta with a total of 41 people.

According to Sugiyono (2017: 147), descriptive analysis is statistics that are used to analyze data in a descriptive way or describe the data that has been collected as it is without intending to make general conclusions or generalizations. Descriptive analysis is used to describe and describe the characteristics of the respondents and research variables. In this study, the authors used descriptive analysis of the independent and dependent variables which were then classified according to the total score of the respondents. From the total score of the respondents' answers obtained, the assessment criteria for each question item were compiled.

Verification analysis is a study that is intended to test and research will try to produce new scientific information, namely the status of a hypothesis in the form of a conclusion whether a hypothesis is accepted or rejected. According to Sugiyono (2017: 54), in using verification analysis several Path Analysis methods can be used. In path analysis, the data used must at least be in the form of intervals. Considering that the data obtained from the respondents is ordinal, the data is converted first into interval data using the Internal Successive Method (MSI).

RESULTS AND DISCUSSION

To reveal the effect of a variable or set of variables on other variables, Path Analysis can be used. In this path analysis the magnitude of the influence of a variable on other variables, both directly and indirectly can be known. Before making a decision regarding the magnitude of the influence of a variable on these other variables, hypothesis testing is first carried out, either as a whole or individually.

To find out whether the independent variables, namely the influence of Organizational Culture and Work Motivation on the Performance of University of Persada Indonesia YAI Lecturers, were carried out using Path Analysis and the software used was SPSS Release 15.0. The step taken is to calculate the correlation between variables, so that it is obtained as in table 1 below.

Table 1 Correlation Matrix Between Variables
correlations

	Performance	Org. Culture	Motivation
	Performance	1,000	,086
Pearson	Org. Culture	,086	1,000
Correlation	Motivation	,751	,749
	Performance	,000	,000

Sig. (1-tailed)	Org. Culture	,000		,000
	Motivation	,000	,000	
N	Performance	41	41	41
	Org. Culture	41	41	41
	Motivation	41	41	41

Sumber : Hasil Output SPSS 15.0

Furthermore, based on the calculation results of the correlation matrix, we can calculate the path coefficient, the overall effect from X1 to X2 and the path coefficient of other variables outside the variables X1 to X2 as in table 2 below.

Table 2 The Amount of Path Coefficient

Path coefficient X1 to X2	$p_{x_1x_2}$	0,749
Path coefficient X1 to Y	p_{yx_1}	0,860
Path coefficient X2 to Y	p_{yx_2}	0,751

Source: SPSS Output Results 15.0

The calculation results for the coefficient of multiple determination ($R^2_{Y.X_1,X_2}$), the correlation coefficient ($R_{Y.X_1,X_2}$), the coefficient of determination of other variables to Y ($P^2_{Y\epsilon}$), and the path coefficients of other variables to Y ($P_{Y\epsilon}$), are shown in detail by the following table 3.

Table 3 Coefficient of Multiple Determination and Path Coefficient of Other Variables

Multiple Determination (R^2)	$R^2_{Y.X_1,X_2}$	0,766
Multiple Correlation Coefficient	$R_{Y.X_1,X_2}$	0,875
Determination of Other Variables on Y	$P^2_{Y\epsilon}$	0,234

Source: SPSS Output Results 15.0

This means that the influence of variables X1 and X2 together on variable Y is 0.766 or 76.6%, variables X1 and X2 together affect Y and the remaining 0.234 or 23.4% is influenced by other variables not included in the study.

Based on the theoretical framework that there is an influence between Organizational Culture and Work Motivation on Persada Indonesia University Lecturer Performance, YAI will then test the overall hypothesis in a form like table 4.60 as follows.

Table 4 Simultaneous Test Results X1 and X2 against Y
ANOVA^b

	Model	Sum of Squares	Df	Mean Square	F	Sig.
	Regression	5399,387	2	2699,694	62,260	.000 ^a
1	Residual	1647,735	38	43,361		
	Total	7047,122	40			

Source: SPSS Output Results 15.0

From table 4 above, it can be seen that the Fcount value is 62.260 with sig. the 0.000 level is less than 0.05, so it can be concluded that the results of simultaneous testing are proven or significant, so that it can be continued for further analysis with partial testing.

While the results of the causal relationship or direct influence of X1 and X2 on Y, can be seen in table 5 below.

Table 5 Effect of Variables X1 and X2 on Y and Effects Outside Variables X1 and X2

Path Analysis Interpretation		
Exp.	Influence	%
Influence X ₁ , X ₂ to Y	0,766	76,6
Influence outside X ₁ , X ₂ to Y	0,234	23,4
Total		100

Source: SPSS Output Results 15.0

From the test results it can be seen that Organizational Culture and Work Motivation have an effect on the Performance of University of Persada Indonesia YAI Lecturers, which is equal to 76.6%, while the remaining 23.4% is influenced by other factors not examined by the author, namely leadership, competence owned, team trust, compensation and others.. However, when viewed partially Organizational Culture dominantly influences Lecturer Performance rather than Work Motivation, from the results of testing the hypothesis it can be described as a diagram of the causal relationship of variables X₁, X₂ to Y as follows:

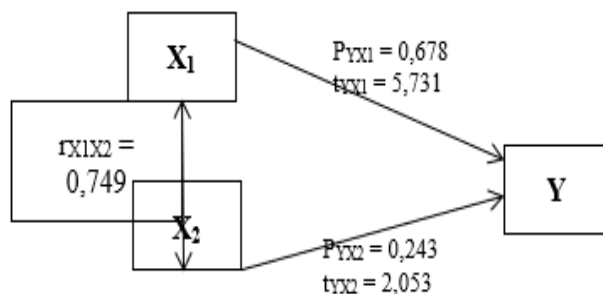


Figure 2 Causal Diagram between Organizational Culture (X1) and Work Motivation (X2) on Performance (Y)

As in Figure 1 above, it can be seen that Organizational Culture dominantly influences Lecturer Performance with a path coefficient of 0.678 with a tcount of 5.731 with a ttable value at a significance level of $\alpha (0.05) = 2.02$, rather than work motivation of 0.243 with a tcount of 2.053 with a ttable value at a significance level of $\alpha (0.05) = 2.02$, and these two variables are proven to affect performance, as shown in Table 4.62 below.

Table 6 Direct and Indirect Effects of Organizational Culture on Lecturer Performance

Path Analysis Interpretation			
Exp.		Influence	%
X ₁	Direct Influence to Y	0,459684	45,9684
	Indirect influence from X ₂ to Y	0,126201	12,6201
Total		0,585885	58,5885

Sumber : Hasil Pengolahan Statistik SPSS 15.0

From the table above it can be seen that the direct contribution of organizational culture to performance is 45.9684% with a tcount coefficient of 5.731, while for the ttable value at the significance level $\alpha (0.05) = 2.02$, because the tcount > ttable, and indirectly through the work motivation variable of 12.6201%. While the contribution of organizational culture to lecturer performance as a whole reaches 58.5885%, it can be concluded that organizational culture has a significant direct effect on lecturer performance. closely related to improving lecturer performance. The path coefficient shows a positive and significant value, meaning that the better the organizational culture is created, the lecturer's performance will increase.

Likewise, the results of the calculations above, it can be revealed that the influence of work motivation on the performance of YAI Persada Indonesia University Lecturers both directly and indirectly can be seen in table 7 below.

Table 7 Direct and Indirect Effects of Work Motivation on Lecturer Performance

Path Analysis Interpretation			
Exp.		Influence	%
X ₂	Direct Influence to Y	0,059049	5,9049
	Indirect influence from X1 to Y	0,126201	12,6201
Total		0,18525	18,525

Source: SPSS Statistical Processing Results 15.0

From the table above it can be seen that the direct contribution of work motivation to lecturer performance is 5.9049% with a tcount coefficient of 2.053, while for the ttable value at the significance level $\alpha (0.05) = 2.02$, because the tcount > ttable, and indirectly through organizational culture variables of 12.6201%. While the contribution of work motivation to performance as a whole reaches 18.525%, it can be concluded that work motivation has a significant direct effect on lecturer performance, this empirical evidence indicates that in an effort to improve lecturer performance, it is necessary to improve work motivation factors, because work motivation factors are closely related to lecturer performance improvement. The path coefficient shows a positive and significant value, meaning that the better the motivation for the work done will result in an increase in the performance of YAI Persada Indonesia University Lecturers.

CONCLUSION

Based on the results of research that has been conducted to determine the effect of organizational culture and work motivation on the performance of YAI Persada Indonesia University lecturers, the following conclusions can be drawn:

1. Organizational Culture that occurs at the University of Persada Indonesia YAI is considered not too high according to organizational needs, in the sense that Organizational Culture is one of the factors that has a major influence on the continuity of the organization, there are still several elements/indicators that are considered lacking, so that more respondents choose a disagree answer. This means that if the organizational culture increases, the lecturer's performance will also increase significantly.
2. Work Motivation of University of Persada Indonesia YAI Lecturers are generally considered not appropriate to the state of the organization. However, there are several indicators of work motivation such as feeling happy when their work gets the attention of their superiors, being fully responsible for work and always wanting to excel at their work, having a fairly good grade. This means that if the lecturer's work motivation increases, the lecturer's performance will also increase significantly.
3. The performance of YAI Persada Indonesia University lecturers is classified as not good, even some lecturers have very low performance. However, there are several indicators that have a fairly good value. This means that this will lead to good things for Universitas Persada Indonesia YAI, because the performance of the lecturers has also increased.
4. Organizational Culture and Work Motivation simultaneously affect the Performance of YAI Persada Indonesia University Lecturers. However, partially dominant organizational culture influences lecturer performance rather than work motivation. Partially, the magnitude of the influence of Organizational Culture and Work Motivation on the Performance of YAI Persada Indonesia University Lecturers is significant. The influence of Organizational Culture and Work Motivation on Lecturer Performance is as follows:
 - a. Organizational Culture affects Lecturer Performance, so that if the Organizational Culture that occurs is appropriate, the Lecturer's Performance will also increase.
 - b. Work Motivation affects Lecturer Performance, so that if the Lecturer's Work Motivation is in accordance with their competence, then Performance will also increase.

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