

Organizational Culture on Lecturer Performance: Organizational Commitment as an Intervening Variable

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Abstract

This research was conducted in one of the universities (organizations) in Gresik, which, in the university environment, the performance of lecturers is very important in improving the quality of higher education. The problems caused are still found in the performance of lecturers whose achievements are below the standards given by universities, which are suspected of having the culture and commitment of University given to the performance of lecturers that are still less than optimal. This research mean for analyze and find solutions to problems caused by organizational culture and commitment. This study uses a quantitative method, where the respondents are 95 students from the questionnaire sample by the college students, while the data analysis uses the Smart Partial Least Square (PLS) methods. This research show that University Culture and Commitment having a direct and significant impact on lecturer performance, but University Culture has an effect but not significantly on Lecturer Performance if through University Commitment. Therefore, policies, policies and organizational culture provided by universities should also pay attention to the interests expected by lecturers.

Keywords

organizational culture;
organizational commitment;
lecturer performance



I. Introduction

The University environment is experiencing very rapid growth, in general this change can be seen from the form of developing information based on science and technology. In such a situation, mastery of knowledge by individuals and or organizations becomes the initial requirement and basic capital in efforts to develop themselves and organizations in increasingly competitive situations.

This condition requires a proactive response from all levels of society, especially where it must position itself in the context of the external environment through well-planned, well-actuated, well-evaluated/controlled internal structuring efforts and continuously (continuous updating) (Suaedi, 2015).

Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Lecturers are an important factor in improving the quality of education in tertiary institutions and the performance of lecturers are the dominant instrument on the educational progress system on universities. The responsibilities and roles of lecturers are very influential in producing quality human resources. Good lecturer performance need to

be sustained over qualification and also competence, as conveyed by the opinion (Kustiyati, 2017) that one of the elements in lecturer competence, namely pedagogic competence, lecturers play a role in the process of building students' learning abilities by generating learning motivation in improving effort and learning success.

Dirwan (2016), said that performance can also be influenced by organizational commitment that with the existence of commitment between leaders and lecturers, it can overcome the occurrence of lecturers to move to other universities and will stay or stay in an organization.

Arianty (2015), states that performance can be influenced by organizational culture. Organizational culture develop over a progress of change from idea build at hand of the organization initiator also later give that into its members. The development of organizational culture is carried out by instilling learning and experience in each member. The existence of organizational culture is important in an organization. Organizational culture exists and is inherent in all organizations, including Gresik Higher Education.

The consistency of organizational culture at Gresik University ends to be high, its management is supported by information technology, superior service, and good and unique organizational employee attitudes, said to be unique because there are values, norms, habits in accordance with Muhammadiyah teachings in daily behavior and interactions.

Management at the Gresik University since 2018-2020 has experienced problems with a decrease in the performance of its lecturers, which can be seen from the results of the assessment of the performance of lecturers in the report published be delivered by the Directorate of Research and Community Service of University Gresik less than optimal and still below 50% of expectations, as shown in table 1 and table 2

Table 1. Lecturer Research Performance in 2018-2020

| No | Component | Element Component | Achievements 2018 | Baseline | | |
|----------|---------------------------------------|---|-------------------|----------|------|------------------|
| | | | | 2019 | 2020 | Achievements (%) |
| A | RESEARCH RESOURCES | | | | | |
| | Research Resources | | | | | |
| | College Internal | S3 Education | 18 | 19 | 28 | 47% |
| | | Masters Education | 144 | 148 | 181 | 22% |
| | Foreign Researcher | S3 Education | 0 | 9 | 12 | 33% |
| | | Masters Education | 0 | 1 | 6 | 500% |
| | Support Resources | | | | | |
| | Ditlitabmas Fund | Decentralization *) | 32 | 2 | 1 | -50% |
| | Source of Non Ditlitabmas Funds | Other research with internal funding of PT, government, private sector/industry, multilateral institutions, non-profit organizations, other funding sources | 28 | 65 | 142 | 118% |
| B | RESEARCH MANAGEMENT | | | | | |
| | Scientific Forum Activities Organizer | International | 1 | 1 | 9 | 800% |
| | | National | 3 | 8 | 16 | 100% |
| | | Regional | 1 | 14 | 4 | -71% |
| C | RESEARCH OUTCOMES | | | | | |
| | Scientific Publications | International | 26 | 53 | 65 | 23% |
| | | National Accredited | 0 | 42 | 85 | 102% |
| | | National Not Accredited | 95 | 60 | 211 | 252% |
| | Speaker in Scientific | International | 5 | 18 | 60 | 233% |

| | | | | | | |
|----------|------------------------------------|---|----|----|----|-------|
| | Forum (Ordinary Speaker) | | | | | |
| | | National | 16 | 11 | 0 | -100% |
| | | Regional | 1 | 2 | 95 | 4650% |
| | | National | 0 | 1 | 1 | 0% |
| | | Regional | 0 | 0 | 1 | 100% |
| | Intellectual Property Rights (IPR) | Patent | | 0 | 0 | 0% |
| | | Copyright | 43 | 57 | 94 | 65% |
| | Other Research Outcomes | Appropriate technology | 0 | 3 | 0 | -100% |
| | | Model/Prototype | 0 | 7 | 11 | 57% |
| | | Design/Artwork | 0 | 7 | 0 | -100% |
| | | Textbooks/Texts with ISBN | 21 | 38 | 44 | 16% |
| D | REVENUE GENERATING | | | | | |
| | Non Research Activities | Non-Research Activities/ Employment Contract | 1 | 10 | 79 | 690% |
| | Research Result Business Unit | Business unit | 1 | 8 | 5 | -38% |

Source: Directorate of Research and Community Service

Table 2. Lecturer Service Performance 2019-2021

| No. | Resource | 2019 | 2020 | 2021 | Total |
|-----|---------------------------------------|------|------|------|------------|
| 1 | DRPM Fund Service | 5 | 4 | 1 | 10 |
| 2 | Internal Devotion | 43 | 91 | 84 | 218 |
| 3 | Campus Business Unit | 8 | 10 | 10 | 28 |
| 4 | Supporting Facilities Unit | 54 | 0 | 0 | 54 |
| 5 | Publication in Journal | 110 | 235 | 250 | 596 |
| 6 | Publication in Mass Media | 5 | 11 | 12 | 28 |
| 7 | Speakers at the Scientific Forum | 0 | 66 | 84 | 150 |
| 8 | International Property Rights | 14 | 16 | 18 | 48 |
| 9 | Other Science and Technology Outcomes | 0 | 1 | 1 | 2 |
| 10 | Standardized Products | 0 | 0 | 1 | 1 |
| 11 | Certified Products | 0 | 0 | 1 | 1 |
| 12 | Legal Partner | 0 | 17 | 17 | 34 |
| 13 | Book | 4 | 9 | 10 | 23 |

Source: Directorate of Research and Community Service

Another problem that affects the performance of lecturers at the Gresik University is seen from the competence possessed by lecturers and shows less than optimal, as seen from the Lecturer Functional Position, which shows that there are still many functional positions of lecturers with Expert Assistant status as much as 34%, and even there are still many lecturers who have not managed a functional position of 44.85%, because this functional position will affect the quality and accreditation of the organization, as shown in table 3.

Table 3. Lecturer Functional Position Data

| NO | FUNCTIONAL | NUMBER OF LECTURERS | PERCENT |
|--------------|------------------|---------------------|---------|
| 1 | Professor | 1 | 0.41% |
| 2 | Head Lecturer | 7 | 2.88% |
| 3 | Lecturer | 41 | 16.87% |
| 4 | Expert Assistant | 85 | 34.98% |
| 5 | Teacher | 109 | 44.85% |
| TOTAL | | 243 | |

Source: Directorate of Research and Community Service

These problems can be explained that the performance of a university is influenced by factors including: organizational culture, and organizational commitment.

II. Review of Literature

2.1 Organizational Culture

Musnadi & Abd Majid (2018) said that organizational culture is increasingly developing in line with the increasing dynamics of the climate within the organization. Organizational culture also functions as a tool to set the direction of the organization, guide what can and should not be done, how to allocate organizational resources and also as a tool in dealing with problems and opportunities from the organizational environment (Muis, Jufrizen, and Fahmi 2018).

Soelistya (2021) states that there are 7 main characteristics of organizational culture, namely:

- a. Innovation with the courage for taking a risk
- b. Attention to detail
- c. Orientation results
- d. People orientation
- e. Team guidance
- f. Aggressive
- g. Stabilities

2.2 Organizational Commitment

Griffin & Moorhead (2014) stated, organizational commitment is an attitude that reflects the extent to which an individual recognizes and relates to his organization. A highly committed individual is more likely to see himself as a genuine member of the organization. From the above view it can be concluded that organizational commitment is an individual's psychological state associated with a strong belief, belief and acceptance of the goals and values of the organization, a strong will to work in the organization and the extent to which he still wants to be a member of the organization.

Employee work commitment is a behavioral dimension that can be used to evaluate the strength of employees to survive in an organization. It is very important to make employees have a high commitment, employees with a high level of commitment not only physically join the company, or do something from their duties, but also willing to do work outside of their duties (Soelistya 2017).

2.3 Lecturer Performance

Sanusi Hamid (2014) states that the high and low performance of lecturers in universities, which can indirectly be influenced by compensation, ability, compensation, work environment, technology, and leadership.

Robbins & Judge (2013) explains that lecturer performance can be influenced by five factors:

- a. Ability is the potential of an individual to master experience in performing various tasks in a job or to evaluate one's work. Basically this ability consists of two factors, namely:
 1. Intellectual abilities, abilities needed for mental activity (thinking), reasoning, and problem solving.
 2. Physical abilities, the capacity to perform a task that requires stamina, skill, strength, and similar characteristics.

- b. Motivation (Motivation), efforts to achieve organizational goals as a reflection of individual interest in performance behavior. There are three main components in motivation, namely intensity, direction and persistence.
- c. Support / help (Support),
- d. Job satisfaction (Job satisfaction),
- e. Organizational Commitment

III. Research Methods

This research is a quantitative research where quantitative” research is research that emphasizes more on numbers, while the analysis technique uses statistics and is supported by using programs Smart Partial Least Square (PLS). Sugiyono (2015) says that quantitative research is data that is converted into numbers, or quantitative data that is scored or scored.

Quantitative research methods are a form of research method that will be “used to examine certain population or sample data, the data collection uses research instruments, the data analysis is quantitative/statistical, with the aim of testing the results of the established hypotheses. This study aims to examine whether there is an influence of organizational culture on lecturer performance with commitment as a mediating variable.”

The hypotheses submitted in the research are as follows:

- H1: Organizational Culture Affects Lecturer Performance
- H2: Organizational culture affects organizational commitment
- H3: Organizational Commitment Affects Lecturer Performance
- H4: Organizational Culture affects Lecturer Performance through mediation of organizational commitment

The “population is a general area consisting of subjects or objects that have certain qualities and characteristics determined by the researcher to be further studied and then drawn conclusions or the population is the sum of the entire area” that has experience of an event, Sugiyono (2015).

The population in this study were all permanent lecturers who worked at the University in Gresik, amounting to 153 people However, the data used in the random sample is through the use of the Slovin formula with a set error tolerance limit of 5%, as a test instrument, as many as 100 respondents, while the data collection technique used in the following research is the questionnaire or questionnaire method which is carried out through the method of giving a series of questions or written questions to the respondent to ask for answers from the respondent.

IV. Results and Discussion

4.1 Results

In this study, hypothesis testing using analytical techniques using the Smart Partial Least Square (PLS) 3.0 program, and can be seen in the schematic model of the PLS 3.0 program which is tested in Figure 1.

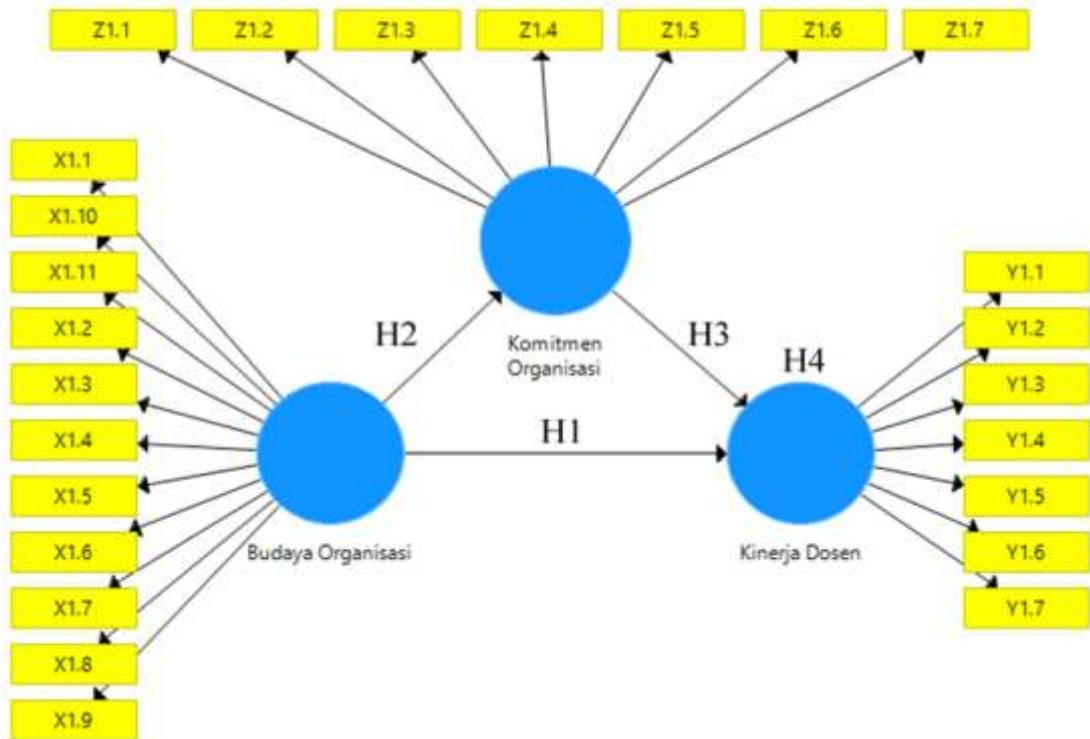


Figure 1. Smart Partial Least Square (PLS) Model Schematic

a. Evaluation of Measurement (Outer) Model

Based on the results of the Partial Least Square (PLS) analysis with the PLS Algorithm for validity and reliability tests, as well as the model determination coefficient and path coefficient for the equation model, the following is the resulting image based on the output of the SmartPLS 3.0 Algorithm, which can be seen in Figure 2 below:

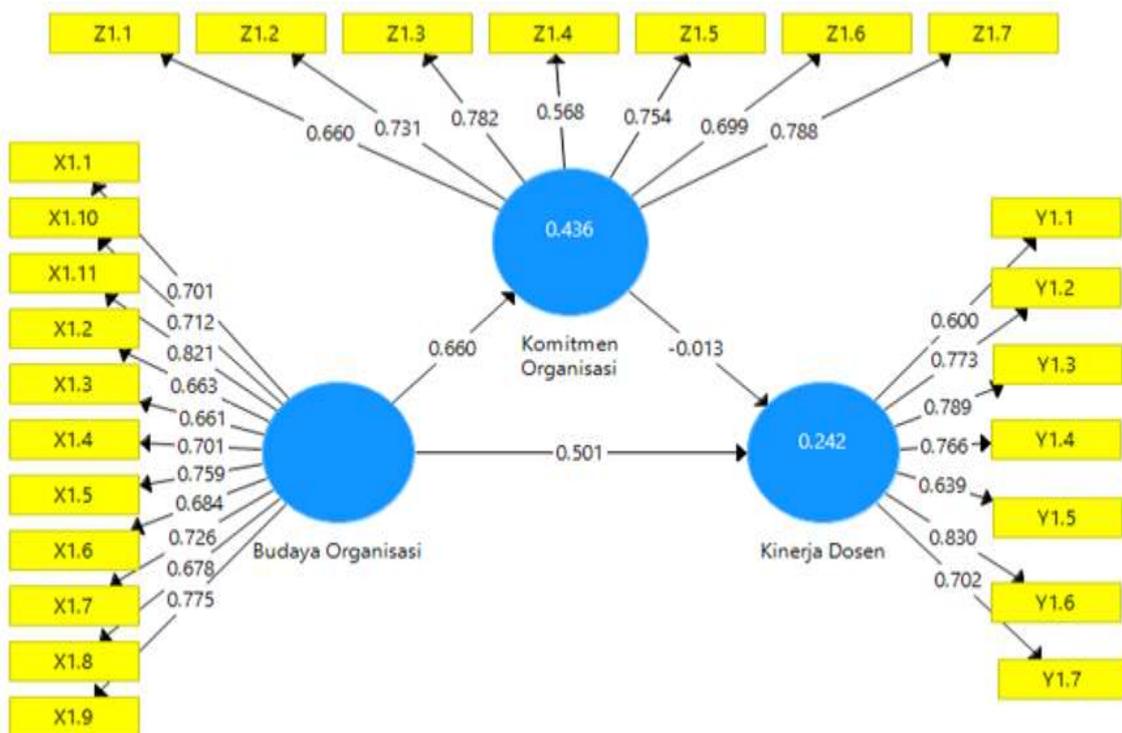


Figure 2. Evaluation of Measurement (Outer) Model

1. Convergent Validity

“*Convergent validity* from the measurement model with reflexive indicators it can be seen from the correlation between item scores/indicators and their construct scores. Ghozali and Latan (2015) state that an individual's reflective measure is said to be high if it has a correlation of more than 0.70 with the construct to be measured, however, in the research stage of the scale development stage, a loading of 0.50 to 0.60 is still acceptable.”

“The following is the value of the outer loading of each indicator on the research variable”:

Table 4. Outer Loading Convergent validity

| Indicator | Organizational culture | Organizational Commitment | Performance |
|-----------|------------------------|---------------------------|-------------|
| X1.1 | 0.701 | | |
| X1.2 | 0.663 | | |
| X1.3 | 0.661 | | |
| X1.4 | 0.701 | | |
| X1.5 | 0.759 | | |
| X1.6 | 0.684 | | |
| X1.7 | 0.726 | | |
| X1.8 | 0.678 | | |
| X1.9 | 0.775 | | |
| X1.10 | 0.712 | | |
| X1.11 | 0.821 | | |
| Z1.1 | | 0.660 | |
| Z1.2 | | 0.731 | |
| Z1.3 | | 0.782 | |
| Z1.4 | | 0.568 | |
| Z1.5 | | 0.754 | |
| Z1.6 | | 0.699 | |
| Z1.7 | | 0.788 | |
| Y1.1 | | | 0.600 |
| Y1.2 | | | 0.773 |
| Y1.3 | | | 0.789 |
| Y1.4 | | | 0.766 |
| Y1.5 | | | 0.639 |
| Y1.6 | | | 0.830 |
| Y1.7 | | | 0.702 |

Source: Data processed 2021

“Based on the data presented in table 4 above, it is known that each indicator of the research variable has a value of outer loading > 0.7 . However, it appears that there are still some indicators that have an outer loading value of < 0.7 . Ghozali & Latan (2015), the outer loading value between 0.5 – 0.6 is considered sufficient to meet the convergent validity requirements. The data above shows that there is no indicator variable whose outer loading value is below 0.5, so all indicators are declared feasible or valid for research use and can be used for further analysis.”

2. Discriminant Validity

“*Discriminant validity* indicators can be seen in the cross loading between indicator with its construct. If the correlation between constructs and their indicators is higher than the correlations between indicators and other constructs, it indicates that latent constructs predict indicators in their block better than indicators in other blocks.”

“The following is the cross loading value of each indicator”:

Table 5. Cross Loading Discriminant Validity

| Indicator | Organizational culture | Organizational Commitment | Performance |
|-----------|------------------------|---------------------------|-------------|
| X1.1 | 0.701 | 0.334 | 0.513 |
| X1.2 | 0.663 | 0.338 | 0.652 |
| X1.3 | 0.661 | 0.436 | 0.468 |
| X1.4 | 0.701 | 0.421 | 0.382 |
| X1.5 | 0.759 | 0.291 | 0.485 |
| X1.6 | 0.684 | 0.277 | 0.420 |
| X1.7 | 0.726 | 0.301 | 0.407 |
| X1.8 | 0.678 | 0.377 | 0.388 |
| X1.9 | 0.775 | 0.294 | 0.478 |
| X1.10 | 0.712 | 0.438 | 0.406 |
| X1.11 | 0.821 | 0.343 | 0.526 |
| Z1.1 | 0.298 | 0.660 | 0.136 |
| Z1.2 | 0.519 | 0.731 | 0.336 |
| Z1.3 | 0.574 | 0.782 | 0.254 |
| Z1.4 | 0.322 | 0.568 | 0.016 |
| Z1.5 | 0.451 | 0.754 | 0.224 |
| Z1.6 | 0.464 | 0.699 | 0.201 |
| Z1.7 | 0.560 | 0.788 | 0.287 |
| Y1.1 | 0.277 | 0.271 | 0.600 |
| Y1.2 | 0.313 | 0.156 | 0.773 |
| Y1.3 | 0.426 | 0.236 | 0.789 |
| Y1.4 | 0.309 | 0.207 | 0.766 |
| Y1.5 | 0.180 | 0.093 | 0.639 |
| Y1.6 | 0.445 | 0.352 | 0.830 |
| Y1.7 | 0.433 | 0.230 | 0.702 |

Source: Data processed 2021

“Based on the data presented in table 5 above, it can be seen that each indicator in the research variable has the largest cross loading value on the variable it forms compared to the cross loading value on other variables. Based on the results obtained, it can be stated that the indicators used in this study have good discriminant validity in compiling their respective variables.”

Fornell and Larcker (1981) said that “in addition to observing the value of cross loading, discriminant validity can also be known through other methods, namely by looking at the average variance extracted (AVE) value. Ghazali & Latan (2015) describe another test to assess the validity of the construct by looking at the AVE value. The model is said to be good if the AVE of each construct is greater than 0.50.”

Table 6. Average Variance Extracted (AVE)

| Variable | Average Variance Extracted (AVE) |
|---------------------------|----------------------------------|
| Organizational culture | 0.516 |
| Organizational commitment | 0.512 |
| Performance | 0.537 |

“Based on the data presented in table 6 above, it can be seen that each research variable has an average variance extracted (AVE) value greater than 0.5. Thus, it can be stated that each variable has good discriminant validity.”

3. Composite Reliability

“*Composite Reliability* is the part that is used to test the reliability value of the indicators on a variable. A variable can be declared to meet composite reliability if it has a composite reliability value > 0.7 ”

“The following is the composite reliability value of each variable used in this study”:

Table 7. Composite Reliability

| Variable | Composite Reliability |
|---------------------------|-----------------------|
| Organizational culture | 0.921 |
| Organizational commitment | 0.879 |
| Performance | 0.889 |

Source: Data processed 2021

“Based on the data presented in table 7 above, it can be seen that the composite reliability value of all research variables is > 0.7 . The construct is declared reliable if the composite reliability and Cronbach’s alpha values are above 0.70 (Ghozali & Latan, 2015). These results indicate that each variable has met composite reliability so that it can be concluded that all variables have a level reliability”

4. Cronbach’s Alpha

Test reliability “with the composite reliability above, it can be strengthened by using the Cronbach’s alpha value. A variable can be declared reliable or fulfills Cronbach alpha if it has a Cronbach’s alpha value > 0.7 . The following is the Cronbach’s alpha value of each variable”:

Table 8. Cronbach's Alpha

| Variable | Cronbach's Alpha |
|---------------------------|------------------|
| Organizational culture | 0.905 |
| Organizational commitment | 0.842 |
| Lecturer Performance | 0.857 |

“Based on the data presented above in table 8, it can be seen that the Cronbach alpha value of each research variable is > 0.7 . The construct is declared reliable if the composite reliability and Cronbach’s alpha values are above 0.70 (Ghozali and Latan 2015). Thus these results can indicate that each research variable has met the requirements of the Cronbach’s alpha value, so it can be concluded that all variables have a high level of reliability.”

b. Structural Model Test or Inner Model

“In this study, the results of the path coefficient test, goodness of fit test and hypothesis testing will be explained. Path coefficient evaluation is used to show how strong the effect or influence of the independent variable is on the dependent variable.”

Coefficient “determination (R-Square) is used to measure how many endogenous variables are influenced by other variables. And the results of” the R-Square of more than 0.83 state that the endogenous latent variables in the structural model are influenced by exogenous factors including good characteristics. And if the results are 0.33 – 0.67 so that it includes the medium category, while if the results are 0.19 – 0.33 the meaning includes the weak category.

The “inner model schema that has been presented in Figure 2 previously can be explained that the path coefficient value shows the greatest influence of organizational

culture on lecturer performance, which is 0.501 and the biggest influence is the influence of organizational commitment on organizational culture of 0.660, for that the results of the translation show that All variables in the model have path coefficients that get positive” numbers.

“This shows that the greater the path coefficient value in one independent variable on the dependent variable, the stronger the influence between the independent variables on the dependent variable”.

c. Model Goodness Test (Goodness of Fit)

“Based on the data processing that has been carried out using the smart PLS 3.0 program, the R-Square values are obtained as follows”:

Table 9. R-Square Nilai Value

| <i>Variable</i> | <i>R Square</i> |
|---------------------------|-----------------|
| Organizational Commitment | 0.436 |
| Lecturer Performance | 0.242 |

Source: Data processed 2021

“Based on the data presented in table 9, it can be seen that the R-Square value for the variable Organizational Commitments 0.436. The value obtained explains that the percentage of organizational culture and motivation can be explained by organizational commitment of 43.6%. Then for the R-Square value, the lecturer performance variable is 0.242. This value explains that” organizational culture, motivation and organizational commitment can be explained by performance of 24.2%

The “goodness of fit assessment is known from the Q-Square value. The Q-Square value has the same meaning as the coefficient determination (R-Square) in regression analysis, where the higher the Q-Square, the model can be said to be better or more fit with the data. The results of the calculation of the value of Q-Square are as follows”:

$$\begin{aligned}
 \text{Q-Square} &= 1 - [(1 - R21) \times (1 - R22)] \\
 &= 1 - [(1 - 0.436) \times (1 - 0.242)] \\
 &= 1 - (0.564 \times 0.758) \\
 &= 0.572
 \end{aligned}$$

“Based on the results of the calculations above, the Q-Square value is 0.572. This shows the magnitude of the diversity of the research data that can be explained by the research model is 57.2%. While the remaining 42.8% is explained by other factors outside the research model. Thus, from these results, this research model can be declared to have a good and positive goodness of fit.”

d. Direct Effect Test

“The next test is to see the significance of the effect between variables by looking at the parameter coefficient values and the statistical significance value of T, namely through the bootstrapping method” (Ghozali and Latan 2015).

“In testing the hypothesis, it can be seen from the t-statistics value and probability value. For hypothesis testing, namely by using statistical values, for alpha 5% the t-statistic value used is 1.96. So the criteria for acceptance/rejection of the hypothesis are that Ha is accepted and H0 is rejected when the t-statistic > 1.96. To reject/accept the hypothesis using probability then Ha is accepted if the p value < 0.05.”

“The following are the results of hypothesis testing obtained through the inner model”:

Table 10. T-Statistics and P-Values

| No. | Hpo | Variable | Original Sample | T Statistics (O/STDEV) | P Values |
|-----|-----|---|-----------------|--------------------------|----------|
| 1 | 1 | Organizational culture-> Lecturer Performance | 0.501 | 4.124 | 0.000 |
| 2 | 2 | Organizational Culture -> Organizational Commitment | 0.660 | 12,388 | 0.000 |
| 3 | 3 | Organizational Commitment > Lecturer Performance | -0.013 | 0.079 | 0.937 |

Source: Data processed 2021

The hypothesis of the effect of T-Statistics, P-Values “based on the data presented in table 10. above, it can be seen that of the five hypotheses proposed in this study, there are 2 hypotheses that can be accepted because each of the effects shown has a P-Values value” < 0.05 , while the other 1 hypothesis cannot be accepted because the effect shown has a P-Values value > 0.05 , so it can be stated that the exogenous to endogenous variables have an influence.

The following is a breakdown of the influence between variables:

1. The Influence of Organizational Culture (X) on Lecturer Performance (Y)
Based on the table above, testing the Organizational Culture (X) variable on Lecturer Performance (Y) obtained a T-statistics value of 4.124 with an -value of 0.000. Because the -value is greater than ($0.000 < 0.05$) then H_0 is rejected, thus Organizational Culture (X) has a significant effect on Lecturer Performance” (Y).
2. The Influence of Organizational Culture (X) on Organizational Commitment (Z)
Testing “the Organizational Culture (X) variable on Organizational Commitment (Z) obtained the T-statistics value of 12,388 with an -value of 0.000. Because the -value is smaller than ($0.000 < 0.05$), then H_0 is rejected, thus Organizational Culture (X) has a significant effect on Organizational Commitment” (Z).
3. The Effect of Organizational Commitment (Z) on Lecturer Performance (Y)
The results of testing the variable job satisfaction (Z) on work productivity (Y) obtained a T-statistics value of 0.079 with an -value of 0.937. Because the -value is greater than ($0.937 > 0.05$), then H_0 is accepted, thus Organizational Commitment (Z) has no significant effect on Lecturer Performance (Y).

e. Indirect Effect Test

Testing the indirect effect hypothesis was carried out using the resampling bootstrapping technique method. An alternative approach to testing the significance of mediation is Bollen & Stine (1990).

The Mediation Effect of PLS-SEM in Ghazali & Latan (2015) based on a theoretical point of view, generally the application of mediation is to explain why there is a relationship between constructs exogenous with endogenous. Before looking at the mediating effect “on the mediator variable, it must first be seen whether there is a significant effect on the endogenous variable. Therefore, according to Hair et al.,” (2010) a test of the effect of the mediator variable was carried out after bootstrapping to first see the significance of the effect.

The following are the results of data processing to determine exogenous variables to endogenous variables, exogenous variables to mediator variables, mediator variables that affect endogenous variables:

Table 11. T-Statistics and P-Values

| No. | Hpo | Variable | Original Sample | T Statistics (O/STDEV) | P Values |
|-----|-----|---|-----------------|--------------------------|----------|
| 1 | 4 | Organizational Culture -> Organizational Commitment -> Lecturer Performance | -0.009 | 0.075 | 0.940 |

Source: Data processed 2021

“Based on the table above, it can be seen that exogenous variables have a significant effect on the mediator variable, the mediator variable has no significant effect on the endogenous variable. So based on these results, it can be concluded that the mediating variable of Organizational Commitment is a full mediation variable (perfect mediation). Full mediation (full/perfect mediation) occurs if the effect of the exogenous variable on the endogenous variable directly is significant, but the effect becomes insignificant when” it involves the mediating variable. Based on these results, the indirect effect hypothesis will be tested

So be a “Based on the results of the path coefficient calculations, it appears that:

Total Influence of Organizational Culture (X) on Lecturer Performance (Y) through Organization (Z) obtained T-statistics of 0.075 with -value of 0.940. Because the -value is greater than ($0.940 > 0.05$) then H_0 is accepted, thus Organizational Culture (X) has no significant effect on Lecturer Performance” (Y) through Organizational Commitment (Z) as a mediation.

4.2 Discussion

a. Organizational Culture Affects Lecturer Performance

The study showed that the test of “the Organizational Culture (X) variable on Lecturer Performance (Y) obtained a T-statistics value of 4.124 with an -value of 0.000. Because the value is greater than ($0.000 < 0.05$) then H_0 is rejected, thus Organizational Culture (X) has a significant effect on Lecturer Performance” (Y).

“The results of this study are not in line with the results of previous studies by Atikah (2021), who concluded that organizational culture doesn't directly influence the performance” of lecturers at the Muhammadiyah University of Jember.

b. Organizational Culture Affects Organizational Commitment

The study showed “that the test of the Organizational Culture (X) variable on Organizational Commitment (Z) obtained a T-statistics value of 12,388 with an -value of 0.000. Because the value is smaller than ($0.000 < 0.05$), then H_0 is rejected, thus Organizational Culture (X) has a significant effect on Organizational Commitment (Z).

The results of this study support the results of previous research by Chairulita (2019), in his research on "The Effect of Islamic Leadership and Islamic Organizational Culture on Organizational Commitment and Its Impact on Teacher Performance" which concluded that Organizational Culture has a significant and significant effect on organizational commitment.”

c. Organizational Commitment Affects Lecturer Performance

The study showed “that the test of the Organizational Commitment (Z) variable on Lecturer Performance (Y) obtained a T-statistics value of 0.079 with an -value of 0.937. Because the -value is smaller than ($0.937 > 0.05$) then H_0 is accepted, thus Organizational Commitment (Z) has no significant effect on Lecturer Performance (Y).

The results of this study are different from the results of previous research by Dirwan (2016), in his research on "The Influence of Organizational Culture and Commitment to the Performance of Private University Lecturers", which concluded that there was an effect of commitment on lecturer performance."

d. Organizational Culture Has No Significant Influence on Lecturer Performance through Organizational Commitment

"The results showed that the test of the Organizational Culture (X) variable on Lecturer Performance (Y) through Organizational Commitment (Z) obtained a T-statistics value of 0.075 with an -value of 0.940. Because the value of -value is greater than ($0.940 > 0.05$) then H_0 is accepted thus Organizational Culture (X) has no significant effect on Lecturer Performance" (Y) through Organizational Commitment (Z).

"The results of this study are not in line with the results of previous studies by Fadhil & Ashoer (2020), which simultaneously concludes the influence of culture, ability and commitment on the performance of lecturers at universities in" Maros.

V. Conclusion

Based on the results of testing the hypotheses that have been proposed in this study, it can be concluded the study show that University Culture and Commitment have a direct and significant effect on lecturer performance, but University Culture has an effect" but not significantly on Lecturer Performance if through University Commitment.

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