PERFORMANCE OF INDONESIAN HIGHER EDUCATION UNDER THE INFLUENCE OF ORGANIZATIONAL CULTURE AND LECTURER PERFORMANCE

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Abstract

The study aims to see the role of organizational culture and lecturer performance in improving university organizational performance. We use the inferential verification technique, which is a strategy used by researchers to assess the validity of the hypotheses presented by collecting actual data from several higher education administrators. Two hundred samples from higher education institutions in Indonesia were deliberately selected as respondents. We used Structural Equation Modeling (SEM) analysis to test the hypotheses, aided by Smart-PLS software. Based on the research findings, it can be concluded that organizational culture has a significant positive effect on the performance of higher education organizations, lecturer performance has a significant positive effect on higher education organizational performance, and organizational culture has a significant positive effect on the performance of college lecturers. The limitation of this research is that the survey only focuses on universities in Indonesia and the tactical management level of an organization. Practical implications: According to research findings, improving lecturer performance and organizational culture can improve the organizational performance of tertiary institutions in Indonesia. The lecturer performance variable is proven to be a mediating or intervening variable for organizational culture influencing the performance of higher education organizations in Indonesia. Based on the 1945 Constitution, education, including higher education in Indonesia, is one of the indicators of advancing science and technology, higher education must be the driving force of national development, and higher education solves the nation's problems.

Keywords: Lecture Performance, Organizational Culture, Organizational Performance

JEL Classification: M10, M21, M41

1.   INTRODUCTION

Higher education is seen as one indicator that determines a nation's progress in the current era of globalization (Alam et al., 2020). Higher education must be able to play a role as the spearhead in the nation's progress. Universities are expected to contribute to the development of the academic community and the expansion of Indonesians' access to higher education. Another factor to consider when implementing higher education is ensuring people have access to high-quality education. Education is essential to building the nation's progress (Engel & Siczek, 2018). Therefore, to create proper education, it is necessary to have quality institutions.

Providers of educational services are obliged to create quality human beings (Aubry & Dorsi, 2016). Communities can and may

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eISSN: 2775-6572

establish educational services but must follow applicable regulations. The establishment of tertiary institutions is governed by Government Regulation 57 of 1998. Globalization has contributed to an increase in the intensity of competition among higher education service providers (Rovai & Downey, 2010). They offer high-performing higher education services. Now there are more than 4,500 higher education institutions in Indonesia. Data from the Ministry of Education and Culture for 2020 stated that the number of tertiary institutions reached 4,593 (Kristina, 2022).

The findings of past studies suggest that if the organization's governance is good, organizational performance will increase (Grunig et al., 2013). Even so, research shows that things are contradictory, where good governance or good organizational culture is not necessarily good organizational performance (Andrews, 2010; Siregar, 2021). The era of globalization, accompanied by the rapid development of technology, affects high-speed business competition (Martinez-Fernandez et al., 2012; Saxenian, 2007). There are three challenges faced in the era of globalization: the rapidly changing business world, uncertainty, and intense competition (Pucciarelli & Kaplan, 2016). This includes competition in the world of education, where problems related to the performance of tertiary institutions in Indonesia are becoming increasingly complex because each tertiary institution has a different history and social, economic, cultural, and environmental conditions and problems, including University governance, organizational culture, lecturer performance, and organizational performance are all factors to consider. This diversity can be a source of performance gaps. Studies suggest that good governance and culture can affect organizational performance (Lapiņa et al., 2015; Miladi, 2014; Siregar, 2022).

2. LITERATURE REVIEW AND HYPOTHESES
2.1. Lecturer Performance and Organizational Performance

Individual performance results from the synergy of several factors, including employee factors, the internal environment, and the external environment (Chen et al., 2020). Mach et al. (2010) stated that performance is an act of an individual as a group member. The theory shows that performance refers to individual actions in the organization. Meanwhile, organizational performance integrates knowledge, human resources, strategic position, process, and human resources (Hersey et al., 2013). Organizational performance is seen as what has been achieved based on organizational goals (Aktaş et al., 2011). Human resources and non-human resources are the two types of resources. Non-human resources include machinery, environment, technology, and operational funds (Hornborg, 2017). As a good organization, it is required to take a strategic position if it wants to achieve organizational goals. Strategic positions include market, social policy, human resources, and environmental change (Backman et al., 2017).

Meanwhile, human resources is a matter of humanitarian process. The human process includes values, attitudes, and interactions (Arroyo et al., 2018). Companies must have an organizational structure that can support the organization's vision, mission, and goals.

2.2. Organizational Culture and Organizational Performance

An essential aspect of realizing organizational goals is an excellent organizational culture (Folch & Ion, 2009). Many experts pay attention to organizational culture, including stating that corporate culture is the application of organizational culture to business entities (Black, 2003; Siregar, 2022). Organizational culture can prevent errors in work; therefore, the concept of management culture was born. Organizational strategy can form a good and profitable organizational climate (Garavan & McGuire, 2010; Robbins & Judge, 2009). Organizational performance can be measured based on the output generated by the organizational processes. Meanwhile,

performance can be measured based on the targets that have been achieved by members of the organization (Rahimpour et al., 2020; SUMA & BUDI, 2021). Several studies have stated that organizational culture influences organizational performance (Lasrado & Kassem, 2020; Zheng et al., 2010; Ziaei Nafchi & Mohelská, 2020).

2.3. Organizational Culture and Lecturer Performance

An organization or company can be productive if it has achieved its organizational goals (Grunig et al., 2013). Performance is related to effectiveness and efficiency (Robbins & Coulter, 2007). The organization works effectively in carrying out the vision, mission, and goals set (Altıok, 2011). The driving force of an organization or company is a group of people who play an active role in efforts to achieve organizational goals (Mazzei et al., 2016). If individual performance is good, it is expected to improve organizational performance. Performance is an individual act in an organization (Bolino et al., 2010). Meanwhile, organizational culture is the values, assumptions, or habits carried out in the organization, then developed by the leadership and taught to members, and then applied in organizational activities to achieve goals (Ainscow & Sandill, 2010; Schein, 2010). Based on existing studies, a state that there is an influence (Shahzad et al., 2012; SOPIAH et al., 2021).

2.4. Lecturer Performance, Organizational Culture and Organizational Performance

Organizational culture is socialized, taught to new members, and applied in organizational activities (Grunig et al., 2013). Organizational character personality is a manifestation and part of the culture (Yolles et al., 2011). An organization is a cooperation process of two or more people to achieve a common goal (Robbins & Judge, 2009). While performance is an individual achievement, these achievements

include innovation, thoroughness, work results, and others. Performance can be assessed based on individual achievements at work (Dainty et al., 2003). Perform well if the individual has good performance in doing the job (Motowidlo, 2003). There are several performance factors, including internal factors and external factors. Internal factors come from within oneself and can be said to be genetic factors at birth.

In contrast, external factors are obtained when developing seminal knowledge and skills, and so on. Internal environmental factors are factors from within the organization itself, including organizational strategy, resource support, and management systems. In measuring individual performance, there are three things: work results, behavior, and work-related traits (Bond et al., 2013)..

2.5. HYPOTHESES

H1: There is a positive influence on lecturer performance on organizational performance

H2: There is a positive influence of organizational culture on organizational performance

H3: There is a positive influence of organizational culture on lecturer performance

H4: There is a mediating role for lecturer performance in the influence of organizational culture on organizational performance

3. RESEARCH METHODS
3.1. Research Design and Unit Analysis

This is a quantitative study that uses valid instruments to determine whether there is an effect of lecturer performance and organizational culture on the organizational performance of Indonesian tertiary institutions. The instruments in this study were measured using a Likert scale of 1 to 5. 200 samples from higher education institutions in Indonesia were deliberately selected as respondents. Researchers obtained data by distributing

questionnaires either directly or indirectly. The questionnaire was adopted from previous research, including Organizational Culture (Sangadji & Sopiah, 2013). Lecturer Performance (Sukirno & Siengthai, 2011) Organizational Performance (Shahzad et al., 2012). Twelve items measure lecturer performance, nine measure organizational culture, and twelve measure organizational performance in Indonesia.

3.2.   Screening and Data Analysis

The questionnaire was filled out based on a survey conducted with 200 respondents. Structural Equation Modeling (SEM) program with the help of Smart-PLS version 3.5 software is used to analyze data and answer research hypotheses. The Sobel Test Calculator formula is used to test the mediation model.

Table 1. Validity Test on Fit Model

Constructs and Indicators	Estimate ($\lambda \geq 0.5$)	Result
Organizational Culture:		
OC1	0.89	Valid
OC2	0.89	Valid
OC3	0.88	Valid
OC4	0.90	Valid
OC5	0.89	Valid
OC6	0.88	Valid
OC7	0.90	Valid
OC8	0.87	Valid
OC9	0.85	Valid
Lecturer Performance:		
LP1	0.82	Valid
LP2	0.82	Valid
LP3	0.83	Valid
LP4	0.75	Valid
LP5	0.84	Valid
LP6	0.84	Valid
LP7	0.74	Valid
LP8	0.72	Valid
Organizational Performance:		
OP1	0.71	Valid
OP2	0.61	Valid
OP3	0.63	Valid
OP4	0.59	Valid
OP5	0.73	Valid
OP6	0.75	Valid
OP7	0.73	Valid
OP8	0.79	Valid
OP9	0.75	Valid
OP10	0.59	Valid
OP11	0.54	Valid
OP12	0.62	Valid

The goodness of fit (GOF) method tests the indicators that comprise these variables. The measurement model employs convergent validity to determine whether or not an indicator is valid. The Maximum Likelihood Estimation (MLE) approach is used in this work. Confirmatory Factor Analysis (CFA) was used to investigate the relationship between constructs and indicators based on the theory developed when evaluating the questionnaire questions. Cronbach's alpha is also used to evaluate the dependability of constructs. The CFA test results in Table 1 show that the loading factor in each question item is more significant than 0.5, implying that all question items are valid.

Table 2. Reliability Test Result Based on Fit Model

Variables	Construct Reliability ≥ 0.7	Variance Extracted ≥ 0.5	Result
Organizational culture	0.971	0.787	Reliable
Lecturer Performance	0.922	0.641	Reliable
Organizational Performance	0.898	0.500	Reliable

Table 2 shows that for each construct, the Construct Reliability value is 0.7, and the Variance Extracted value is 0.5, indicating that all constructs can be trusted. According to the CFA exam findings, all indicators can be used to assess variables and evaluate research data.

4.   RESULTS AND DISCUSSION

This study tested the hypothesis using Structural Equation Modeling (SEM) with Smart-PLS version 3.2. Figure 1 depicts the overall SEM test results. While Table 3 describes the results of testing the assumptions used in the SEM development. The model fit confirmation test on the model, with the desired cut-off value, has been fulfilled by all research criteria. This means that the research model is suitable and follows the standards commonly used to assess and test the hypotheses proposed.
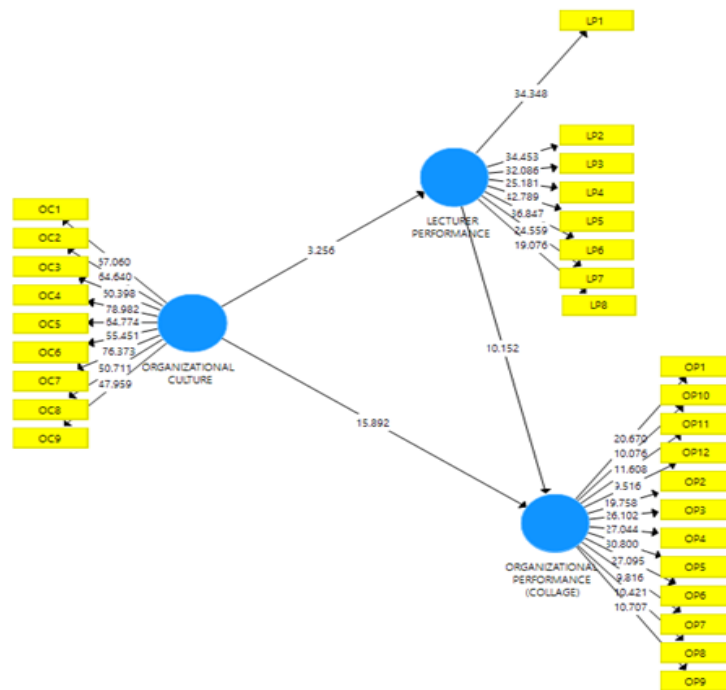
Figure 1. Role of Organizational Culture and Lecturer Performance on Higher Education Performance in Indonesia

4.1. The Impact of Organizational Culture On University Performance

According to the results of the first hypothesis testing, organizational culture has an impact on organizational performance. According to (t = 15.787 > 1.96). This finding is similar to an earlier study by Shahzad et al. (2012), which found that organizational culture influences performance. Organizational culture has been shown to improve lecturer performance (Rivai et al., 2019). Several studies have found that organizational culture impacts performance (Aktaş et al., 2011). As a result, it is reasonable to conclude that organizational culture influences performance.

4.2. The Impact of Lecturer Performance On Organizational Performance

According to the second hypothesis testing results, lecturer performance impacts organizational performance. According to (t = 9.882 > 1.96). Individual performance has a positive and significant effect on university performance, according to the findings of this study, which are consistent with previous studies (Christianingsih, 2011). The findings of

this study support the statement that performance is a dimension of the level of achievement that can be achieved and reflects the success of the leadership in translating the organization's vision, mission, and goals Day et al. (2016) conducted studies that concluded that, in general, individual performance has a significant influence on the organizational performance of both companies and universities.

4.3. The Impact of Organizational Culture On Lecturer Performance

According to the results of the third test, organizational culture has an impact on lecturer performance commitment. (t = 3.321 > 1.96). This study's findings are consistent with previous research by Sangadji and Sopiah (2013), which found that organizational culture influences lecturer performance. According to studies by Arifin (2015), organizational culture can improve lecturer performance. The findings of this study support the theoretical viewpoint of Madu (2012), in which culture is defined as norms, values, assumptions, or beliefs developed by leaders and members of an organization and then socialized and taught to

new members in order to achieve organizational goals.

4.4. The role of lecturer performance in mediating organizational culture on university performance

Based on the results of the fourth hypothesis testing, it was determined that lecturer performance plays a mediating role in the influence of organizational culture on higher education organizational performance. According to the Sobel test (t = 3.135 > 1.96).

The findings of this study support the satellite model theory developed by (Hussein et al., 2016), which describes the relationship between performance and the factors that influence it. According to some experts, performance results from work obtained through integrating several factors, including knowledge, human resources, strategic position, human resources, and organizational structure. Organizational performance can also be seen as achieving the organization's vision, mission, and goals.

Table 3 Structural Estimates Direct and Mediating Variable Effect (N=200)

Hypothesis	Structural Path	Standardized Path Coefficients	Standard Error	t-value	Results
H1	Organizational Culture → Organizational Performance	0.695	0.044	15.787	Significant
H2	Lecturer Performance → Organizational Performance	0.445	0.045	9.882	Significant
H3	Organizational culture → Lecturer Performance	0.248	0.075	3.321	Significant
H4	Organizational culture → Lecturer Performance → Organizational Performance			3.135	Significant Sobel Test

4.5. Discussion

In this study, lecturer performance is an influential mediating variable for organizational culture influencing university performance. This finding comes from the results of the Sobel test analysis. This conclusion is supported by previous theory and research, including work (Rasdi et al., 2022) which states that organizational performance results from individual behavior within the organization. Organizational performance is the responsibility of every individual who works in the organization. The organizational performance will increase if each works well, achieves, is enthusiastic, and makes the best contribution. Lecturers who are more active and committed to tertiary institutions are more involved and loyal to the tertiary institutions where they serve, thus complying with and implementing a more robust organizational culture. If the organizational culture in tertiary institutions can be implemented and obeyed by all tertiary lecturers, then it will directly affect organizational performance.

5. CONCLUSION

The first conclusion is that culture has a positive effect on the performance of tertiary institutions in Indonesia, the second conclusion is that individual performance influences the performance of tertiary institutions in Indonesia, and the third conclusion is that there is a mediating role for lecturer performance in the influence of culture on the performance of tertiary institutions in Indonesia. 4 also shows that lecturer performance functions as a mediating variable for culture in influencing university performance.

This study can theoretically improve understanding of organizational culture, lecturer performance, and university organizational performance in Indonesia. In addition, this research provides input for other tertiary institutions in Indonesia so that they can take suggestions for the growth of knowledge, especially in the field of organizational performance and human resource management, by offering reading materials and knowledge.

Furthermore, this research is expected to serve as a guide for future research on how to influence various variables that have yet to be examined in this research, including moral behavior, internal communication, psychological capital, job involvement, job meaning, and organizational commitment. Furthermore, further research can add references and information for implementing practitioners in the field. In addition, the findings of this study will be helpful to the millennial generation who work in the Indonesian industrial sector and can become a resource.

To improve lecturer performance and organizational performance, it is recommended that tertiary institutions investigate and implement sustainable programs such as organizational culture development programs related to artifacts, espoused beliefs and values, and underlying assumptions. Talking about tertiary institutions is undoubtedly related to the physical campus buildings, the climate on campus, how organizational processes are carried out, philosophy, strategy implementation, perceptions of tertiary institutions, commitment to tertiary institutions, and the implementation of actions that tertiary managers must take to face the future.

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