

The Effect Organizational Culture, Organizational Commitment and Achievement Motivation on Performance of Lecturers at the Ex-Pekalongan Residence

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Abstract. Lecturer performance is basically the performance carried out by lecturers in carrying out their duties as educators. The quality of educational outcomes is highly dependent on the quality of lecturer performance. The purpose of this study is to develop an empirical model to improve lecturer performance. The independent variables of the study consist of organizational culture, organizational commitment, and achievement motivation with the dependent variable being lecturer performance, which is a quantitative study using regression analysis. The research population is lecturers from 17 private universities in Pekalongan Residency, totaling 789 people. The research sample was 258 people using the proportional cluster random sampling technique. The results of the analysis using regression analysis obtained the following results: Organizational culture, organizational commitment, and achievement motivation partially affect the performance of lecturers. The implication of this research is that there is a need for great attention to the achievement motivation of lecturers as the main factor influencing lecturer performance.

Key words: organizational culture; organizational commitment; achievement motivation; lecturer performance.

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INTRODUCTION

Lecturers are a component of education at universities in the process of realizing quality higher education, so various efforts are made to improve the professionalism and quality of lecturers. Lecturers as human resources must be considered, maintained and developed continuously in order to obtain quality, high-performing human resources so that they are able to realize quality higher education. Through quality universities, quality and highly competitive human resources will be produced.

The survey results from various international institutions shows that the competitiveness of the Indonesian nation in facing regional and global competition is still low. Although the number of public and private universities in Indonesia is quite large, the performance of lecturers' international publications in Indonesia is still low. This is reflected in the number of documents published on Scopus. Scimago Journal and Country Rank (scimagojr.com) on October 9, 2017, a total of 54,146

Indonesian publications on Scopus documents, and ranked 55th out of all countries in the world. The position of the human development index and the position of education at the world level show that these conditions indicate how low the quality of education and the quality of human resources is. Timpe (2002: 2) explains that performance is the result of work achieved by a person both in quality and quantity in accordance with the responsibilities given.

Among the areas of development that have been carried out so far, the education sector is the sector that has the largest contribution in creating human resources. The position of the human development index and the position of education at the world level show that these conditions indicate how low the quality of education and the quality of human resources is. Timpe (2002: 2) explains that performance is the result of work achieved by a person both in quality and quantity in accordance with the responsibilities given.

Kwan and Walker (2003) in Martono (2013: 33) in educational organizations, especially universities, one of the measures of organizational performance is indicated by the level of achievement of accreditation. A unit and

study program that has been accredited can be interpreted as being able to achieve its goals because to get good grades it must achieve a certain value or score. Another factor that has an important role in the quality of higher education is the leader. This is because through good leadership, all people who are led will participate, be motivated and motivated to work as much as possible in achieving organizational goals. This opinion is in line with what was stated by Kreitner and Kinicki in Martono (2013: 34) that leadership is a process of social influence, leaders seek participation from subordinates in an effort to achieve organizational goals. Lecturer performance has certain specifications or competencies that every lecturer must have.

Lecturer performance is basically the performance or performance carried out by lecturers in carrying out their duties as educators. The quality of educational outcomes is highly dependent on the quality of lecturer performance. Lecturers as educators carry out the duties and responsibilities to develop the potential of students, both in terms of knowledge, skills and attitudes in accordance with the goals that have been set. Haryadi's research (2005: 134-251) with a focus on factors affecting lecturer performance and student learning outcomes found that lecturer welfare, lecturer commitment, and lecturer work motivation had a positive effect on lecturer performance and student learning outcomes.

Lecturer performance is influenced by many factors, both lecturer competence, welfare, motivation, commitment, and even leadership factors. Therefore we need a leader who is able to improve the quality of work, be able to generate organizational commitment, instill good organizational culture values and can motivate all subordinates to work with high performance. This is because a leader has a very central role in an organization both in educational organizations and in other organizations. As the results of research by Thompson and Gregory (2012: 21) which state that leadership plays an important role in motivating employees, as well as employee motivation and has an impact on employee performance.

However, the existing phenomenon based on the results of a pre-research conducted on private university lecturers in Brebes Regency that empirical facts indicate that the performance of educational institutions is not optimal and this condition cannot be separated from the role of lecturers' performance in these higher education institutions. Therefore, the role of lecturers is so

important, this is in line with what was expressed by Usman (2006: 9) about the importance of lecturers who are one of the determining factors for the success of any educational effort.

Based on the results of the research above, there are contradictory results where the influence of leadership on performance, the influence of organizational culture, organizational commitment on performance is positive and has a significant effect. However, other researchers in their research found different results that the influence of organizational culture on performance and the effect of organizational commitment on performance was negative or the results had no significant effect. Further research is needed on the effect of organizational culture, organizational commitment, and achievement motivation on the performance of lecturers.

Taking into account the phenomena described in the background related to the performance of the lecturers in this study, this research is important and feasible to obtain more in-depth scientific evidence and needs to be studied and conducted further research in accordance with the research gap found in previous studies. This is because similar research with the theme of organizational culture and organizational commitment has never been carried out on the performance of lecturers in Brebes Regency. The importance of this research is also to support and answer the research gap on the effect of the influence of organizational culture on performance and the effect of organizational commitment on lecturer performance as stated above.

This research was conducted to determine the effect of culture, organizational commitment, and achievement motivation on the performance of lecturers at universities in the former Pekalongan Residency and to obtain empirical information related to this research.

METHODS

Referring to the causal relationship model that has been proposed, this research uses a development approach with a non-experimental design. Thus, the researcher does not treat the research subject, but examines the facts that have occurred and were experienced by the research subject. Manipulation of the research variables was not carried out, but only explored the facts of the events that occurred by using a questionnaire containing a number of questions or statements that reflected respondents' perceptions of the variables studied. Research conducted after the

differences in the independent variables occur because of the natural development of events is called ex post facto research (from after the fact) (Kerlienger, 2006: 451). The population in this study were Lecturers at the former Pekalongan Residency, which consisted of 17 private universities with a total of 786 lecturers. The sampling technique used a random sampling area with the number of samples specified in this study as many as 258 people. The data collection technique used is a questionnaire (questionnaire). The questionnaire used to collect data on organizational commitment, organizational

culture, achievement motivation and lecturer performance. After testing the validity and reliability of the research questionnaire, the questionnaire has met the requirements and is ready to collect data. The data analysis technique used descriptive statistical techniques and regression analysis

Data Analysis

Descriptive analysis is a description of research results based on the answers obtained from respondents to each research variable:

Table 1. Research Result Data Description

Research Variable	N	Minimum	Maximum	Mean	Std. Deviation
Organizational Culture (X ₁)	258	40	94	69.88	11.360
Organizational Commitment (X ₂)	258	36	86	63.95	8.712
Achievement Motivation (X ₃)	258	36	90	65.37	9.686
Lecturer Performance (Y)	258	39	100	73.10	12.195

The descriptive statistics in this study consisted of five research variables, organizational culture obtained a minimum score of 40 and a maximum value of 94 with an average score of 69.88, indicating that the organizational culture of the former Pekalongan Residency College belongs to the good category. Organizational commitment obtained a minimum score of 36 and a maximum value of 86 with an average score of 63.95 indicating that the organizational commitment of university lecturers from the former Pekalongan Residency is in the high category. Achievement motivation obtained a minimum score of 36 and a maximum value of 90 with an average score of 65.37, indicating that the achievement motivation of

college lecturers from the former Pekalongan Residency is in the high category. Lecturer performance obtained a minimum score of 39 and a maximum score of 100 with an average score of 73.10 indicating that the performance of lecturers at the former Pekalongan Residency College is in the high category.

RESULT AND DISCUSSION

The assumption test was carried out as a condition for multiple regression test, with normality, heteroscedasticity, multicollinearity and autocorrelation tests.

Normality Test

Table 2. Normality Test with *Kolmogorov-Smirnov*

Variable	<i>Kolmogorov-Smirnov</i>	<i>Asymp. Sig. (2-tailed)</i>	<i>p-value</i>	Description
<i>Unstandardized residual</i>	0.721	0.677	p>0.05	Normal

The results of the normality test obtained the Kolmogorov-Smirnov Z value of 0.810 with p = 0.528 so that p > 0.05 indicates that the unstandardized residual variable is normally

distributed.

Heteroscedasticity Test

Table 3. Glejser Test

Independent Variables	<i>p-value</i> (Sig.)	Description
Organizational Culture (X ₂)	0.095	There is no heteroscedasticity
Organizational Commitment (X ₃)	0.198	There is no heteroscedasticity
Achievement Motivation (X ₄)	0.208	There is no heteroscedasticity

All independent variables have a sig value ≥ 0.05 . So there is no statistically significant independent variable affecting the ABS_REG dependent variable. This can be seen from the sig. on each independent variable all above 0.05. So it

can be concluded that the regression model does not contain heteroscedasticity.

Multicollinearity Test

Table 4. Multicollinearity Test

Variables	Tolerance	VIF	Description
Organizational Culture (X ₁)	0.604	1.655	There is no multicollinearity
Organizational Commitment (X ₂)	0.436	2.291	There is no multicollinearity
Achievement Motivation (X ₃)	0.374	2.672	There is no multicollinearity

Each independent variable has a tolerance value > 0.1 and VIF value < 10 . So it can be concluded that there is no multicollinearity between the independent variables in this

regression model.

Autocorrelation Test

Table 5. Autocorrelation Test

Model	<i>Durbin</i> <i>Watson</i> (DW)	du value (N=258 dan k =3)	Description
1	2.065	1.7990	There is no autocorrelation

The Durbin Watson value is 2.065 which indicates that more than the DW value is in the range of $du < d < 4-du$, namely $1.7990 < 2.065 < 2.2010$, so it can be concluded that there is no autocorrelation.

Regression Analysis Results

The results of the regression analysis of the path of the influence of organizational culture, organizational commitment, and achievement motivation on lecturer performance can be explained based on the following table:

Table 5. Regression Coefficient

Equality	R ²	Anova		t	Standardized Coefficients		Description
		F	Sig		Beta	sig	
Regression Model I $Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$	0.751	255.990	0.000				
Y = Lecturer Performance							
X ₁ = Organizational Culture				2.696	0.108	0.007	H ₁ received
X ₂ = Organizational Commitment				4.051	0.192	0.000	H ₂ received
X ₃ = Achievement Motivation				12.539	0.641	0.000	H ₃ received

The Influence of Organizational Culture on Lecturer Performance

The results of the study prove that organizational culture has a positive and significant effect on lecturer performance, meaning that the better the organizational culture, the higher the lecturer's performance and vice versa, the worse the organizational culture, the

lower the lecturer's performance. Organizational culture at the former Pekalongan Residency tertiary institution is in the good category, where higher education institutions have the ability to innovate according to their faculties/departments, in working to instill accuracy according to job descriptions, instilling accuracy in planning, process and results, lecturers carry out tasks / teach according to with the provision that 14

times in one semester, carry out the tasks assigned by the institution/institution meet the specified quality, carry out duties as a lecturer in accordance with the provisions/schedule of activities determined by the institution, participate in decision-making at the institution/institution, generally carry out tasks as well cooperate with superiors/leaders in institutions/institutions.

This conducive organizational culture has a positive impact on the performance of lecturers. Organizational culture according to Schein (2004:17) as: "a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems." good enough, considered valid and therefore can be taught to new members as the right way to understand, think and feel when dealing with problems). This understanding implies that organizational culture must be the basis for organizational members to see things, think and act. Culture is seen as something informal, namely a way of life and excellence in an organization that binds together and influences what they think about themselves and their work.

Organizational culture is formed by members of the organization who influence each other. According to Colquitt, et.al. (2009:546), organizational culture "a shared social knowledge within an organization regarding the rules, norms, and values that shape the attitude and behavior of its employees" (sharing social knowledge with respect for the organization's rules, norms and values) shape the attitudes and behavior of the employee). Organizational culture consists of three components, namely (1) observable artifacts, (2) exposed values and (3) basic underlying assumptions. Based on empirical evidence, the findings of this study indicate that organizational culture has a direct effect on the performance of school principals. Based on the model of the impact of organizational culture on employee performance and satisfaction from Robbins and Thimoty (2012) which illustrates that organizational culture has a direct effect on performance and job satisfaction, where the stronger the organizational culture, the better the resulting performance or the higher the level of perceived job satisfaction. by members of the organization. In addition, it is also in line with the theoretical model of McShane and Glinow (2008:

467) about organizational culture and performance which illustrates that culture (in three parts, namely culture content fits environment, moderately strong culture, and daptive culture) influences directly on the corporate performance.

The Effect of Organizational Commitment on Lecturer Performance

The results of the study prove that organizational commitment has a positive and significant effect on lecturer performance, meaning that the higher the organizational commitment, the higher the lecturer's performance and conversely the lower the organizational commitment, the lower the lecturer's performance. The results showed that the organizational commitment of lecturers at the former Pekalongan Residency college was in the high category, where the lecturers had a good relationship with the institution/institution where they worked, had a strong commitment to work for the institution/institution, had a passion to continue working for the institution.

Organizational commitment is an important attitude that affects performance. As a work attitude, organizational commitment has a positive function for the organization (Daft, 2006: 11). This is because in the organization members have a high commitment and have a loyal attitude to their organization so that they have good performance and ultimately affect organizational productivity. In organizations where employees have a high degree of organizational commitment, they will involve themselves in the organization and always try to work on behalf of the organization. In this regard, organizational commitment as an attitude reflects an affective response to the organization as a whole, and not just one aspect of a particular job. This also applies to a lecturer who teaches at a university. As stated by Noe, at.al. (2011: 308), that organizational commitment is the extent to which an employee identifies with the organization and is willing to put forth efforts on its behalf. Noe further explained that lecturers with high organizational commitment will stretch themselves to help the organization through difficult times.

On the other hand, lecturers with low organizational commitment have a tendency to leave at the first opportunity for a better job. The influence of organizational commitment on lecturer performance supports a number of theoretical and empirical concepts that have been

stated previously that high commitment from organizational members is positively correlated with high motivation and increased performance (Quest in Soekidjan 2009:89). In line with research conducted by Darwito (2008) and Suparman (2007) stated that commitment has a positive and significant influence on performance.

The Effect of Achievement Motivation on Lecturer Performance

The results of the study prove that achievement motivation has a positive and significant effect on lecturer performance, meaning that the higher the achievement motivation, the higher the lecturer's performance and vice versa, the lower the achievement motivation, the lower the lecturer's performance. The results showed that the achievement motivation of lecturers at the former Pekalongan Residency college was in the high category, where the lecturers tried to complete the tasks given by the institution with the best results, had a strong desire to complete the tasks given by the institution/institution, responsible in carrying out the assigned tasks, dare to take risks in carrying out the assigned tasks, evaluate the assigned tasks, try to carry out the obligations of the institution/institution according to ability, apart from being creative, lecturers are also able to carry out the duties of the institution/institution in an innovative manner, which impact on lecturer performance.

Basically, every human being wants to excel, to be able to do activities or work that is better, more effective and more efficient than his previous job. Likewise, lecturers who work in carrying out the tasks of the lecture process in the class that are their responsibility basically want to be better, more successful, more accomplished in teaching. A highly motivated person is a person who makes substantial efforts to support the production goals of his work unit and the organization in which he works, while an unmotivated person only provides minimum service in terms of work. There is a strong influence of achievement motivation on the performance of lecturers, then achievement motivation must get attention, because lecturers who excel will do their best work, do things successfully, are able to complete tasks even though it requires effort and supportive skills, have the desire to be someone else. famous and mastered certain fields, willing to do difficult

things with satisfactory results, willing to do something meaningful, and willing to do something better than others

CONCLUSION

The results of the analysis using regression analysis obtained the following results: Organizational culture, organizational commitment, and achievement motivation partially affect the performance of lecturers. The implication of this research is that there is a need for great attention to the achievement motivation of lecturers as the main factor influencing lecturer performance with an effect of 62.5%.

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