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The Influence of Organizational Culture and Work Environment Toward Lecturer Performance with Intrinsic Motivation as Intervening Variables

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Abstract---This research was conducted to analyze the influence of organizational culture and work environment on lecturer performance with intrinsic motivation as an intervening variable. This research was conducted with sample of 80 lecturer respondents at the University of Faletahan was taken using convenience sampling / accidental sampling. The data analysis method uses the SEM method, it was smart PLS. Based on the results of the reasearch, it was concluded that organizational culture had a positive and significant direct effect on lecturer performance, the work environment had a positive and insignificant direct effect on lecturer performance, organizational culture had a positive and significant impact. Against intrinsic motivation, work environment has a positive and significant impact toward intrinsic motivation, intrinsic motivation positive and significant influence toward the performance of lecturers. The indirect relationship is organizational culture has an indirect effect on lecturer performance through intrinsic motivation, and the work environment had an indirect effect on lecturer performance through intrinsic motivation.

Keywords---intervening variables, intrinsic motivation, lecturer performance, organizational culture, work environment

Introduction

Management is generally associated with the activities of planning, organizing, controlling, placing, directing, motivating, communicating and making decisions carried out by each organization with the aim of coordinating various resources owned by the company so that a product or service will be produced efficiently (Andrew E Sikula).

Human resources are the most important part in an organization, because it is directly related to the process of achieving the performance of an organization (Adiwinata et al., 2018). When an organization has quality human resources, of course the goals of the organization will be achieved easily. Vice versa, when an organization has quality human resources that are not qualified, it will hinder the achievement of the organization's goals. Lecturer's resources are the most important thing in improving the quality of an educational institution. Of course, this is supported by collaboration between leaders and lecturers to improve the quality of performance that can improve student achievement. Good management of organizational resources and a working environment that supports lecturers to carry out the tri dharma activities of higher education are the most important things to improve performance (Govindarajan, 1984; Chenhall & Brownell, 1988).

In the face of global competition in the field of education, the fundamental thing is to make changes in the field of organization that includes organizational culture, systems and structures. To instill and strengthen organizational culture is to develop an organizational design and structure, develop organizational procedures and systems, design physical spaces and office buildings. The existing organizational culture will refer to the formulation of beliefs (*beliefs*), values (*values*), and ways of learning from experiences built throughout the history of the organization. The work environment is an important part that determines a person's success. A success is not only determined because of the knowledge and ability to use the mind but also the ability to direct it to goodness, both individually and in groups (Awaluidin, 2016).

One of the things that need attention in improving the performance of lecturers at University of Faletehan can be measured from the aspect of work quality, number of jobs completed, position knowledge and creativity (Pane, 2019). Performance problems can be seen from the presence of lecturers who come on time is still low (based on the results of field observations), research results and writings that have not been published optimally. Organizational culture factors can be seen from the discipline of lecturers in teaching, one of the problem factors that arise is during the learning process there are still some lecturers who do not teach on time or teach outside the specified hours and some lecturers do not have functional positions (Oudeyer et al., 2016; Larson & Rusk, 2011).

The work environment is everything that is around the work and that can affect him in carrying out the tasks assigned (Nitisemito 1982). Work environment factors have an influence on employee performance, to optimize lecturer productivity, a conducive work environment must be created, as a prerequisite for maximum lecturer performance. The factors that influence the work environment include opportunities for promotion according to their achievements and the existence of an award and cohesiveness in work. From the description of the background above, researchers are interested in examining more deeply about how the influence of organizational culture and work environment on the performance of lecturers with intrinsic motivation as an intervening variable in the University of Faletehan environment (Samian & Noor, 2012; Sukirno, 2020).

Literature Review

Human Resource Management

According to Hasibuan (2012) said, "Human resource management is the science and art that regulates the relationship and roles of the workforce to be effective and efficient in helping the realization of the goals of the company, employees and society. Human resource management can also be defined as a management and utilization of resources that exist in individuals. The management and utilization of human resources are developed optimally in the world of work to achieve organizational goals and individual employee development (Mangkunegara & Prabu, 2009).

Lecturer's Performance

Mangkunegara & Prabu (2009), explains that performance is "The results of work in terms and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given". Performance is the result of work achieved by an employee against the executor of work assignments that are assessed based on certain criteria or standards. The term performance is often used to describe the level of success of an individual or group. Meanwhile, performance can be known if the individual or group has predetermined success criteria. Lecturer's performance is the result of work that is reflected in how to plan and implement education whose intensity is based on a work ethic, as well as professional discipline in the process of implementing the tri dharma of higher education. Lecturer's performance indicators are a measure of the success of a lecturer that describes the achievement of goals or objectives in carrying out and carrying out their duties. Before determining the performance indicators of lecturers, it is necessary to know about the main performance indicators (*Key Performance Indicators*), which are a series of

actions centered on the most important aspects of performance for the success of the organization now and in the future (David Parmenter) (Zheng et al., 2010; Gregory et al., 2009). The main indicators of lecturer's performance, namely the duties of lecturers in accordance with the tridharma of higher education, teaching, research and service (Hidayat & Taufiq, 2012).

Organizational culture

According to Robbins & Coutler (2010), organizational culture is a set of values, principles, traditions, and ways of working that are shared and influence the behavior and actions of organizational members. For this reason, it must be taught to members including new members as a correct way to test, think, and feel the problems they face. According to Boke and Nalla in Widyanto & Kusumaningtyas (2014), there are five indicators of organizational culture, namely: 1) Regulations: Regulations are implemented uniformly (indiscriminately) to all parties without regard to certain conditions or certain problems. 2) Distance from superiors: Each employee can freely express different opinions and ideas with his superiors. 3) Trust: Employees are open to other employees. 4) Professionalism: Carrying out work with good quality can develop employee abilities. 5) Integrity: Employees are friendly in their dealings (Cummings et al., 2010; Lee & Brand, 2005).

Work Environment

According to Nitisemito in Nurhasanah (2010), the work environment is everything that is around the workers that can affect them in carrying out the tasks assigned. For example, cleanliness, music, and others. In a study conducted by Permana (2012), stated that the type of work environment is divided into two, namely: 1) Physical work environment. 2) Non-physical work environment. Indicators of the work environment, namely, working relations between employees, work space, air circulation, and lighting (Santya & Dewi, 2022; Romario et al., 2019).

Intrinsic Motivation

According to Siagian (2004), intrinsic motivation comes from within the individual. This motivation results in the integrity of goals, both organizational goals and individual goals, both of which can be satisfied. According to Nawawi (2018), the indicators of intrinsic motivation are as follows; Responsibility, Dare to Risk, Realistic Goals and Work plan.

Hypothesis Development

Based on the problem formulation and literature review that has been described previously, the conceptual framework of the research can be described as follows:

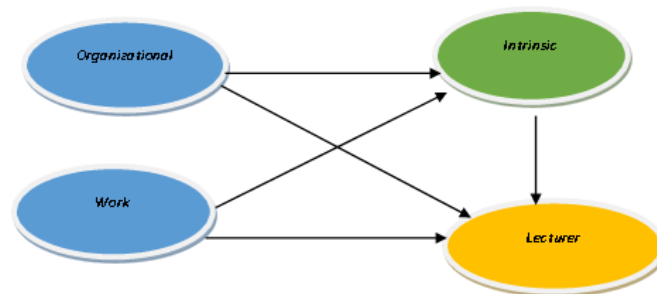


Figure 1. Hypothesis Development

Hypothesis

- H1 : Organizational culture affects lecturer performance
- H2 : The work environment affects the performance of lecturers
- H3 : Organizational culture affects intrinsic motivation
- H4 : Work environment affects intrinsic motivation
- H5 : Intrinsic motivation has an effect on lecturer performance.

Research Method

This study uses a quantitative approach because this approach tests certain theories by examining the relationship between variables. These variables were measured with an assessment instrument, so that data consisting of numbers could be analyzed based on statistical procedures. Population is a combination of all elements in the form of events, things or people who have similar characteristics that become the center of attention of a researcher because it is seen as a research universe. The sample is a subset of the population. This subset was chosen because in most cases it is not possible to examine all members of the population called the sample (Ferdinand, 2014). The sample used in this study uses the formula from Ferdinand (2014) which requires a sample of at least 5 times the number of parameter variables to be analyzed.

Total sample = total indicator (parameter) X 5

The study used 16 indicators (parameters), so the number of samples used was $16 \times 5 = 80$ respondents. The measurement of variables uses an interval scale, which is a measuring device that can produce data that has a range of values that have meaning and is able to produce measurements that allow the calculation of the average, standard deviation, parameter statistical tests, correlations and so on (Ferdinand, 2014). In this study, an interval scale was used using the *Agree-Disagree Scale technique* where there was a scale order of 1 (strongly disagree) to 5 (strongly agree) for all variables. The data analysis technique used in this study uses Structural Equation Modeling (SEM) with WarpPLS (Partial Least Square) software. PLS is a component-based or variant-based Structural Equation Modeling (SEM) equation model. According to Sholihin and Ratmono (2013), PLS is an alternative approach that shifts from a covariance-based SEM approach to a variant-based approach. The Partial Least Square (PLS) evaluation model can identify non-linear relationships between latent variables and correct the path coefficient values based on that relationship (Sholihin and Ratmono, 2013). Non parametric emphasizes on the originality of the processed data so that it does not require assumption testing.

Result and Discussion

The SEM *Smart PLS* test analysis in this study was used to determine the relationship between the variables of Organizational Culture, Work Environment, Lecturer Performance, and Intrinsic Motivation. The results of the SEM *Smart PLS* model analysis are as follows:

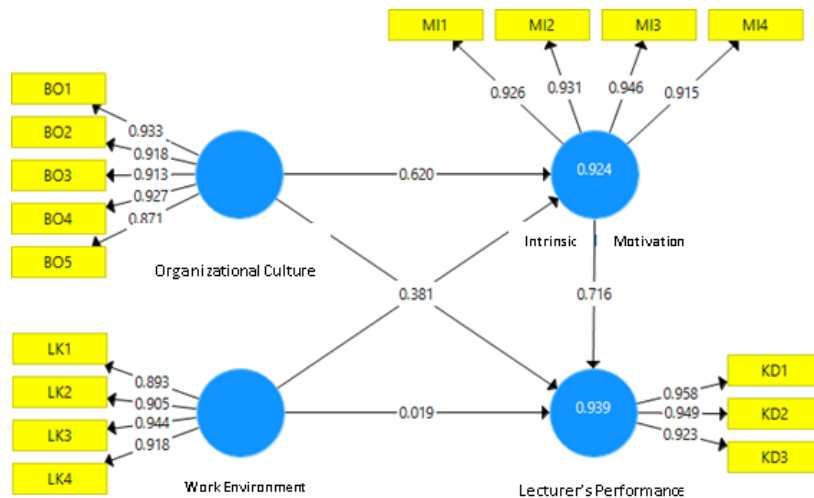


Figure 2. Model Analysis Results

This test is carried out by looking at the loading factor value of each indicator on its construction. For confirmatory research, the factor loading limit used is 0.7, while for exploratory research the factor loading limit used is 0.6.

Because this study is a confirmatory study, the loading limit used is 0.7. The following are the estimation results of the PLS model.

Table 1
Outer Loadings (Measurement Model)

Indicator	<i>loading factor</i>
Organizational culture	
BO .1	0,9 33
BO . 2	0,9 18
BO . 3	0,9 13
BO.4	0,9 27
BO . 5	0, 871
Work environment	
Indicator	<i>loading factor</i>
LK .1	0,893 _
LK . 2	0, 905
LK . 3	0, 944
LK . 4	0, 918
Intrinsic Motivation	
M.1	0, 926
M. 2	0, 931
M. 3	0, 946
M. 4	0, 915
Lecturer's Performance	
K.1	0,9 58
K. 2	0, 949
K. 3	0, 923

Source: Processed by researchers

Model measurement after *loading factor*, visible model already have *convergent validity* because no there is again *loading factor* whose value is below 0.7, so the model has worth. Furthermore, the measurement of reliability can be done by looking at the Composite Reliability and Average values Variance Extracted (AVE) . If the Composite Reliability value between constructs and their indicators gives good results, namely above 0.70 and AVE above 0.5. The results of composite reliability and AVE can be seen in table 2 below.

Table 2
Composite Reliability and Average Variance Extracted (AVE)

Variable	Composite Reliability	AVE
Organizational culture	0,961 _	0, 833
Lecturer's Performance	0,961 _	0,891 _
Work environment	0,954 _	0, 837
Intrinsic Motivation	0, 962	0,865 _

Source: processed by researchers

Table 2 above shows that the composite reliability and AVE results for each construct are good. This value refers to Chin's opinion, so the results of the composite reliability of each construct are good and can be used in the analysis process to show whether there is a relationship between each construct, because the results obtained have values > 0.70 and $AVE > 0.50$. From the results above, all variables have a *composite reliability value* > 0.70 and an *Average Variance Extracted* > 0.50 means it has a reliability value and *average variance extracted* and can be used for further research processes.

Table 3
R-Square Nilai Value

Variable	R -square
Lecturer's Performance (K)	0, 939
Intrinsic Motivation (M)	0, 924

Source: processed by researchers

Based on table 3 above show that score *R-square* for variable lecturer performance obtained of 0, 939 and for variable score motivation intrinsic obtained of 0, 924. This result show that 93, 9 % of lecturers ' performance variables can be influenced by organizational culture variables, work environment and motivation intrinsic. While 92, 4 % variable motivation intrinsic influenced by organizational culture and work environment variables.

Test result Hypothesis

In PLS testing statistically every hypothesized relationship conducted with use simulation. In Thing this conducted method bootstrap against sample. Test with bootstrap is also meant for minimize problem research data abnormalities. Test result with bootstrapping from the following Smart PLS analysis:

Table 4
Result for Inner Weights

Correlation	Original Sample (O)	Sample Mean (M)	Standard Deviation	T. Statistics	P Values
Organizational Culture – Lecturer's Performance	0.247	0, 241	0.082	3 , 026	0, 00 3
Organizational Culture – Intrinsic Motivation	0.620	0.608	0.072	8 , 560	0, 0 00
Work Environment – Lecturer's Performance	0.019	0.030	0.097	0 , 199	0.842
Work Environment – Intrinsic Motivation	0.381	0.392	0.074	5,119	0.000
Intrinsic Motivation – Lecturer's Performance	0.716	0.711	0.115	6,235	0.000

Source: processed by researchers

Based on Table. 4 above regarding hypothesis testing can be explained that:

1. The results of hypothesis testing on the direction of the influence of organizational culture variables on lecturer performance are 0.247 as shown by the path coefficient. Judging from the value of T *statistics* of 3, 026, it is greater than t table of 1,9 90 and the value of P. *Values* of 0.00 3 smaller than the probability value of 0.05 or the value (0.00 3 < 0.05) means that it is significant. This means that there is a positive and significant influence of individual organizational culture variables on the performance of lecturers, thus the first hypothesis can be accepted.
2. The results of hypothesis testing on the direction of the influence of work environment variables on lecturer performance are 0.019 as shown by the path coefficient. Judging from the T *statistics value* of 0, 199, it is smaller than t table 1,9 9 0 and P. *Values* 0.842 is greater than the probability value of 0.05 or the value (0.842 > 0.05) means that it is not significant. This means that there is a positive and insignificant effect of the work environment variable on the performance of lecturers thus the second hypothesis can not be accepted.
3. The results of hypothesis testing the direction of the influence of organizational culture on intrinsic motivation is 0.620 as shown by the path coefficient. Judging from the value of T *statistics* of 8, 560 greater than t table 1,9 9 0 and P *Values* 0.0 00 is less than the probability value of 0.05 or the value (0. 000 < 0.05) means

significant. This means that there is a positive and significant influence of individual organizational culture variables on intrinsic motivation, thus the hypothesis can be accepted.

4. The results of hypothesis testing the direction of the influence of work environment variables on intrinsic motivation is 0.381 as shown by the path coefficient. Judging from the value of *T statistics* of 5, 119 greater than *t table* 1,9 9 0 and *P. Values* 0.0 00 is less than the probability value of 0.05 or the value (0. 000 < 0.05) means significant. This means that there is a positive and significant effect of individual work environment variables on intrinsic motivation, thus the hypothesis can be accepted.
5. The results of hypothesis testing the direction of the influence of the intrinsic motivation variable to lecturer performance is 0.716 as shown by the path coefficient. Judging from the *T statistics value* of 6 , 235 is greater than *t table* 1,9 9 0 and *P Values* 0.0 00 is less than the probability value of 0.05 or the value (0. 000 < 0.05) means significant. This means that there is a positive and significant effect of the intrinsic motivation variable individually on the performance of lecturers, thus the hypothesis can be accepted.

Mediation Effect

The indirect effect of training and achievement motivation variables on performance through competence is in Table 5 as follows:

Table 5
Indirect effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation	T. Statistics	P Values
Correlation					
Organizational Culture - Intrinsic Motivation – Lecturer’s Performance	0.444	0.431	0.082	5 , 420	0, 000
WorkEnvironment-Intrinsic Motivation–Lecturer’s Performance	0.273	0.280	0.073	3,733	0.000

Source: processed by researchers

Based on Table. 5 above that Based on the results of mediation calculations that the value of the path coefficient is 0, 444 and the value of *T statistics* of 5, 420 is greater than *t table* 1,990 and the *P Values* of 0,000 are smaller than 0,05, thus having a positive and significant effect on organizational culture on lecturer performance through intrinsic motivation . While Indirect the other effect is the path value is 0.273 and the value is *T statistics* of 3, 733 is greater than *t table* 1,990 and the *P Values* of 0, 000 are smaller than 0.05, thus having a positive and significant effect on the work environment on lecturer’s performance through intrinsic motivation.

The Influence of Organizational Culture on Lecturer’s Performance

The result of testing the influence of organizational culture on performance is 0.247 as shown by the path coefficient. Judging from the value of *T statistics* of 3, 026, it is greater than *t table* of 1,9 90 and the value of *P Values* of 0.00 3 smaller than the probability value of 0.05 or the value (0.00 3 0.05) means that it is significant. The relationship has a positive and significant influence on the variable organizational culture individually on the performance of lecturers. This means that the higher the organizational culture, the higher the lecturer's performance. In line with research conducted by Korengkeng & Pandowo, (2019) and Shahzad et al., (2012) that organizational culture has a profound impact on performance.

Influence Work Environment on Lecturer Performance

The results of testing the influence of the work environment on lecturer performance are 0.019 as shown by the path coefficient. Judging from the *T statistics value* of 0, 199, it is smaller than *t table* 1,9 9 0 and *P Values* 0.842 is greater than the probability value of 0.05 or the value (0.842> 0.05) means that it is not significant . The relationship has a positive and insignificant effect on the variable work environment individually on the performance of lecturers.

This means that the better the work environment, the lecturer's performance has no effect. This study is not in line with research conducted by Nisakurohma (2018), Sihalohe & Siregar (2019) that the work environment has a positive and significant effect on performance.

The Influence of Organizational Culture on Intrinsic Motivation

The test results on the direction of the influence of organizational culture on intrinsic motivation is 0.620 as shown by the path coefficient. Judging from the T statistics value of 8.560, it is greater than the t table of 1.990 and P Values 0.000 is smaller than the probability value of 0.05 or the value ($0.000 < 0.05$) means it is significant. This means that there is a positive and significant influence of individual organizational culture variables on intrinsic motivation. According to Shina et al. (2010), organizational culture itself can help employee performance, because it is able to create work motivation for employees to provide the best ability to take advantage of opportunities that have been provided by the company. In line with research conducted by (Giantari & Riana, 2017) that organizational culture have a profound impact on intrinsic motivation.

The Effect of Work Environment on Intrinsic Motivation

Test results on the influence of work environment variables on intrinsic motivation is 0.381 as shown by the path coefficient. Judging from the value of T statistics equal to 5, 119 greater than t table 1.99 0 and P. Values 0.000 is smaller than the probability value of 0.05 or the value ($0.000 < 0.05$) means that it is significant. This means that there is a positive and significant effect of individual work environment variables on intrinsic motivation. The results of this study are in line with (Sentosa & Riana, 2018) that the influence of the work environment has a positive and significant effect on intrinsic motivation. The comfort of the work environment such as the existence of harmony at work can trigger employee motivation to work better so that work will be achieved optimally (Rezita, 2014).

The Effect of Intrinsic Motivation on Lecturer Performance

The results of hypothesis testing on the direction of the influence of intrinsic motivation variables on lecturer performance are 0.716 as shown by the path coefficient. Judging from the value of T statistics of 6, 235 greater than t table 1,9 9 0 and P Values 0.0 00 is less than the probability value of 0.05 or the value ($0.000 < 0.05$) means significant. This means that there is a positive and significant influence of the motivation variable intrinsic individually on the performance of lecturers. As results research (Agusta et al., 2013) that motivation has a positive and significant effect on employee performance. Motivation is formed by employee behavior, the effort and persistence of these employees will help improve employee performance in the company (Wijaya & Andreani, 2015).

The Influence of Organizational Culture on Lecturer Performance Through Intrinsic Motivation

Based on the results of the mediation test hypothesis, it shows that the relationship between organizational culture and lecturer performance is through intrinsic motivation is a positive and significant effect. It means intrinsic motivation able to mediate the influence of organizational culture on lecturer's performance. organizational culture with intrinsic motivation A high level can improve lecturer performance which has a positive impact on achieving organizational goals.

The Influence of the Work Environment on Lecturer Performance Through Intrinsic Motivation

Based on the results of the mediation test hypothesis, it shows that the relationship between the work environment and lecturer performance is through intrinsic motivation is a positive and significant effect. It means intrinsic motivation able to mediate the influence of the work environment on the performance of lecturers. Work environment with intrinsic motivation A high level can improve lecturer performance which has a positive impact on achieving organizational goals.

Conclusion

Based on the results of the study, it was concluded that organizational culture had a positive and significant direct effect on lecturer performance, the work environment had a positive and insignificant direct effect on lecturer performance, organizational culture had a positive and significant impact. Against intrinsic motivation, work environment has a positive and significant impact on intrinsic motivation, intrinsic motivation positive and significant influence on the performance of lecturers. The indirect relationship is that organizational culture has an indirect effect on lecturer performance through intrinsic motivation, and the work environment has an indirect effect on lecturer performance through intrinsic motivation.

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