

The Role of Motivation in Moderating the Influence of Organizational Culture and Work Environment on Wahidiyah University Lecturer Performance

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ABSTRACT

The research objective was to determine the role of motivation in moderating the influence of organisational culture and work environment on the performance of lecturers at Wahidiyah University. The research approach uses a quantitative approach with causal techniques. The population of this study was 100 lecturers using the Slovin rule, so a sample of 80 lecturers was obtained. The research instrument used a questionnaire with a Likert scale. Data analysis in this study uses Moderated Regression Analysis (MRA), assisted by SPSS v.25 application for Windows. Based on the research results, it can be concluded that organisational culture positively influences lecturer performance with a sig value of 0.000 <0.05. The organisational culture variable, moderated by the motivational variable, further strengthens the interaction effect of the two. Furthermore, the work environment variable positively affects performance with a sig value of 0.001 <0.05, which means the work environment can improve performance. After being moderated by motivation, there is a strong relationship between the work environment and performance. This means that motivation strengthens the influence of the work environment on performance.

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1. INTRODUCTION

Personnel management and human resources (HR) are important in effectively managing, organising and utilising employees to achieve organisational goals. There is no exception for tertiary institutions, both public and private. Human resources must be managed properly to balance employees' needs and the organisation's demands and capabilities. This balance is key for organisations or institutions to develop productively and naturally (Nisa, 2018).

In a tertiary institution, lecturers are one of the human resources that must receive special attention in quantity and quality. This is because lecturers are executors of educational processes in tertiary institutions. Where lecturers are responsible for the teaching and learning process; therefore, to improve the quality of higher education, lecturers hold a key role and position in the entire educational process, especially in tertiary institutions. Constitution No. 14 of 2005 concerning Teachers and Lecturers states, "Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education,

research, and community service". In addition, based on the Decree of the Coordinating State Minister for Supervision of the Development and Empowerment of State Apparatus Number: 38/KEP/MK. WASPAN/8/1999 Concerning Functional Positions of Lecturers and Their Credit Points Article 3 states that the main duties of a lecturer are to carry out education and teaching in tertiary institutions, research and community service.

Every lecturer needs to improve performance in carrying out work, especially those related to implementing the tri dharma of higher education. A lecturer's performance in carrying out his duties and functions cannot stand alone but is related to and also influenced by other factors, both internal and external factors of the lecturer himself.

Wahidiyah University is a private university in the city of Kediri. The phenomenon faced by lecturers at Wahidiyah University is that many young lecturers still need to be involved in research, especially those related to personal research, collective competition research and various scientific/journal research. This is due to the need for more knowledge about research methodology, so the lecturers need help to conduct research. Besides that, most of them are just waiting for the process of delivering lectures to students. This shows that the performance of lecturers in carrying out the tri dharma of higher education still needs to improve.

According to the Ministry of National Education, quoted by Trisnarningsih (2011), lecturer performance is the ability to carry out the work or tasks that are owned in completing the work. In carrying out its duties and functions, a lecturer's performance cannot stand alone but is interconnected. Besides that, other factors, both internal and external factors of the lecturer himself, can also influence a lecturer's performance. According to Awaluddin (2016), lecturer performance can be influenced by organisational culture, satisfaction and work environment. Rina & Aditya (2017) also expressed the same thing, who said that compensation, organisational culture and motivation can affect lecturer performance. So this study only focuses on motivation as an internal factor.

According to Sadili (2005), motivation is a process of influencing or pushing from the outside towards a person or workgroup so that they want to carry out something that has been determined. For a lecturer, these duties and responsibilities can be seen in carrying out the Tri Dharma of Higher Education. Therefore, lecturers who have high work motivation will also produce high performance. This is supported by Nisa (2018), which states that work motivation is an important factor affecting lecturer performance.

Motivation that arises in a person is divided into two, namely intrinsic motivation and extrinsic motivation. These two motivations can make a person better and make what they want to come true (Darodjat, 2015). The source of strength in a person is motivation, so motivation can be used as a force that makes them better than before. Work motivation plays an important role in organisational success. Therefore, superiors must motivate their lecturers to have enthusiasm and a good work ethic.

Over time, culture must be formed within the organisation, and its benefits can also be felt in contributing to the organisation's effectiveness as a whole because a strong organisational culture helps organisational performance. After all, it provides the structure and control needed without relying on a rigid formal bureaucracy that can emphasise the growth of motivation and innovation. A strong culture will also affect the behaviour and effectiveness of lecturer performance (Rina & Aditya, 2017). According to Pasaribu (2015), organisational culture as norms, values, assumptions, beliefs, philosophies, organisational habits and so on (organisational culture content) developed over a long time by the founders, leaders and members of the organisation socialised and taught to new members and applied in organisational activities to influence the mindset, attitudes and behaviour of members of the organisation in producing products, serving consumers and achieving organisational goals. In addition to organisational culture, the achievement and success of an organisation or higher education institution are determined by leadership abilities.

According to Danang (2012), The work environment is everything around the workers and can influence them in carrying out the assigned tasks. The work environment is very influential in improving the performance of lecturers, so tertiary institutions must strive for a work environment in such a way as to have a positive effect and not even have a negative influence on the work carried out by their lecturers. For example, some disturbances occur in the work environment, such as the

lack of space for lecturers, which can cause less comfort for lecturers in carrying out administrative tasks it can impact the performance of lecturers in carrying out their work.

Based on the description above, this study aims to determine the role of motivation in moderating the influence of organisational culture and work environment on the performance of lecturers at Wahidiyah University.

2. RESEARCH METHOD

The research approach used is quantitative with quality techniques, namely causal research (Sugiyono, 2017). The population in this study were all lecturers at Wahidiyah University, totalling 100 lecturers. The researcher used the Slovin Formula to determine the sample size because the population size is known (Husein, 2000). The following is the result of calculating the sample size

$$n = \frac{N}{1 + N (d)^2}$$

Where:

n: Sample size

N: Population Size

d: The level of significance or the largest error rate that can still be tolerated is 5% (0.05)

$$n = \frac{100}{1 + 100 (0,05)^2} = 80$$

So the number of samples in this study was 80 respondents.

The research instrument used a questionnaire with a Likert scale. The research instrument is said to be feasible if it is valid and reliable, so the instrument is tested for its validity and reliability. Data analysis in this study uses Moderated Regression Analysis (MRA), assisted with calculations SPSS v.25 application for Windows. According to Ghazali (2016), MRA uses an analytical approach that maintains sample integrity and provides a basis for controlling the influence of moderator variables.

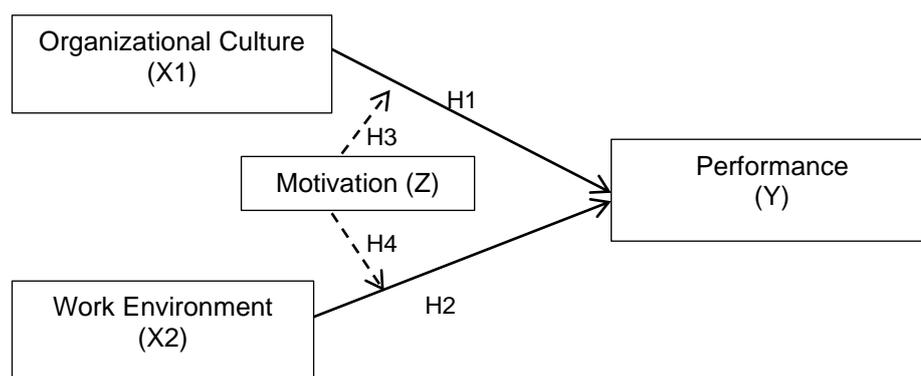


Figure 1. Research Model

3. RESULTS AND DISCUSSIONS

Validity test

According to Arikunto (2013), if $r_{count} < r_{table}$, the item or questions significantly correlate with the total score, then the statement is valid. Based on the results of the validity test with the Pearson product-moment correlation, it was obtained that all items in each variable of motivation, organisational culture, work environment and lecturer performance produced a significance value of <0.05 , so it can be concluded that all statement items in the research instrument are valid.

Reliability Test

According to Solimun (in Supriyanto & Machfudz 2010), if the value of Cronbach's Alpha > 0.70, it can be said that the statements in the questionnaire are reliable. Based on the results of the reliability test, the value of Cronbach's Alpha is obtained as follows:

Table 1. Reliability Test Results

Variable	Cronbach's Alpha	Information
Organisational culture (X1)	0.936	Reliable
Work Environment (X2)	0.879	Reliable
Motivation (Z)	0.922	Reliable
Lecturer performance (Y)	0.954	Reliable

Table 1 above shows that all variables have a Cronbach's Alpha value greater than 0.70, so it can be said that all concepts that measure each variable from the questionnaire are reliable so that the next item on each variable concept is feasible to use as a research instrument.

Description Analysis

Based on the results of the description of the respondent's answers, the average is based on the opinion of Simamora (2015), as follows.

Table 2 Average Scale Range

Average	Category
1.00 ≤ - ≤ 2.33	Low / not good
2.33 < - ≤ 3.67	Moderate/good enough
3.67 < - ≤ 5.00	High/good

Simamora (2015)

Following are the average results of respondents' answers related to motivation, organisational culture, and the performance of Wahidiyah University lecturers

Table 3 Descriptive Analysis Results

Variable	Average	Category
Organisational culture (X ₁)	3.38	Pretty good
Work Environment (X ₂)	3.06	Pretty good
Motivation (Z)	3.68	Good
Lecturer performance (Y)	3.52	Pretty good

Based on the results of the analysis of the description of the respondent's answers, the average organisational culture is 3.38, with a fairly good category. This indicates that all respondents have a fairly good organisational culture in a tertiary institution which will also shape the lecturers' character in carrying out their duties and achieving the goals of the tertiary institution. In addition, in the work environment, the average work environment is 3.06, with a fairly good category. This indicates that all respondents considered the physical and non-physical work environment, such as the relationship between lecturers or leaders and lecturers, was quite good.

Motivation is reflected in intrinsic and extrinsic factors, which indicate indicators of motivation from within and outside oneself. Statistical results show an average motivation of 3.68, which is in the good category, indicating that respondents are highly motivated to perform. At the same time, the performance shows an average of 3.52, indicating that the respondent is performing quite well.

Hypothesis test

This study examines the influence of organisational culture and work environment variables on lecturer performance, with motivation as the moderating variable. In regression model 1 to see the effect of organisational culture and work environment on lecturer performance, the results are as follows:

Table 4 Results of Multiple Regression Model I

Model 1				
The influence of organisational culture and work environment on lecturer performance				
$Y = 15,374 + 2,232X_1 + 2,243X_2 + \epsilon$				
	<i>Coefficient</i>	<i>t-statistic</i>	<i>sig</i>	
Constant	15,374	6,643	0.000	
Organisational Culture	2,232	5,279	0.000	
Work environment	2,243	3,541	0.001	
N = 80				
R ² = 0.801				
Adj. R ² = 0.641				
F-Statistics = 68,729				

Based on table 4, the value t_{count} of the organisational culture variable is obtained at 5,279 and a significant value of 0.000 < 0.05, which means that H_0 is rejected and H_1 is accepted. This means that organisational culture has a positive effect on lecturer performance. Thus the better the organisational culture that develops in tertiary institutions will improve the performance of lecturers. Meanwhile, for the work environment variable, the value t_{count} is obtained at 3,541 and a significant value at 0.001 < 0.05, which means that H_0 is rejected and H_2 is accepted. This means that the work environment has a positive effect on lecturer performance. Thus, the better the work environment in tertiary institutions, the better the performance of lecturers will be. Table 4 also shows an Adjusted R² value of 0.641. Thus it shows that the influence of organisational culture and work environment on lecturer performance is 64.1%, and the remaining 33.9% is explained by other variables not examined in this study.

The next hypothesis test involves moderating variables shown in Table 5 below.

Table 5 Results of Multiple Regression Model II

Model II				
The influence of organisational culture and work environment on lecturer performance with motivation as a moderating variable				
$Y = 17.245 + 1.897X_1 + 2.131X_2 + 0.022X_1Z + 0.022X_2Z + \epsilon$				
	<i>coefficient</i>	<i>t-statistic</i>	<i>sig</i>	
Constant	17,245	7,231	0.000	
Organisational Culture	1,897	4,591	0.000	
Work environment	2,131	3,376	0.001	
Organisational Culture* <i>Motivation</i>	0.022	2,823	0.006	
Work Environment* <i>Motivation</i>	0.022	2.007	0.048	
N = 80				
R ² = 0.831				
Adj. R ² = 0.690				
F-Statistics = 41.756				

Based on Table 5, the value t_{count} of the organisational culture**motivation* variable is obtained at 2,823 and a significant value at 0.006 < 0.05, which means H_0 is rejected and H_3 is accepted. This means that motivation moderates the influence of organisational culture on lecturer performance. Thus, the presence of motivation can strengthen the influence of organisational culture on lecturer performance. Whereas in the work environment variable * *motivation*, the value of t_{count} is obtained at 2.007 and a significant value at 0.048 < 0.05, which means H_0 is rejected and H_4 is accepted. This means that motivation moderates the influence of the work environment on lecturer performance. Thus better with the existence of motivation can strengthen the influence of the work environment on lecturer performance. Table 5 also obtains an Adjusted R² value of 0.690. Thus it shows that the presence of motivational variables can strengthen the effect of organisational culture and work environment on lecturer performance, where before motivation, the magnitude of the influence was 64.1% and increased to 69% after motivation became a moderate variable.

DISCUSSION

The Influence of Organizational Culture on Lecturer Performance

Organisational culture is also one of the factors that can affect performance. According to Triguno (2000), organisational culture is a mixture of values, beliefs and norms defined as patterns of behaviour in organisations. In other words, organisational culture in an organisation or higher education institution is associated with values, norms, attitudes and work ethics that each tertiary institution shares; these elements become the basis for monitoring lecturer behaviour, the way they think, work together and interact with their lecturers.

A tertiary institution must consider a strong organisational culture in line with several applicable restrictions. As long as it has a strong organisational culture, such as a well-organized culture in carrying out the tri dharma of tertiary institutions, implementing and reporting BKD every semester, it will create a conducive organisational climate, and performance can increase. The lecturer's performance will be by the culture he adheres to in the organisation. In addition, the application of culture in a tertiary institution will also shape the character of the lecturers by themselves in carrying out their duties and achieving the goals of the tertiary institution. The results of Awaludin's research (2016) state that organisational culture has a positive influence on lecturer performance.

Environmental Influence on Lecturer Performance

The work environment in a company is very important for management to pay attention to because the work environment directly influences employees who carry out the tasks given. According to Sedarmayanti (2012), the notion of the work environment is the whole of the tools and materials faced by the surrounding environment where a person works, his work methods, and work arrangements both as individuals and as a group.

An ideal work environment will have a positive impact on the people who are in it. Even though this factor is important and has a big influence, many organisations still need to pay more attention to the work environment where their lecturers work. Lecturers can achieve maximum performance if the work environment is also supportive. The physical work environment, such as the room's area, lighting and so on, and the non-physical work environment, such as the relationship between lecturers or the relationship between the leader and the lecturer, will also affect the lecturer's performance. This is because an ideal work environment will positively impact lecturers and further support lecturer performance.

The Role of Motivation in Moderating Organizational Culture on Lecturer Performance

Organisational culture positively affects performance, which means that culture can improve performance. After being moderated by motivation, there is a strong relationship between culture and performance. This means that motivation can strengthen the influence of culture on performance. This good culture can be strengthened by the presence of motivation that comes from extrinsic and intrinsic. A bad culture can be suppressed by the motivation from within regarding caring, adaptation, development, and motivation from outside oneself, such as salary or benefits, so performance increases.

The Role of Motivation in Moderating the Work Environment on Lecturer Performance

The work environment has a positive effect on performance, which means that the better the work environment in tertiary institutions, the higher the performance of lecturers. After being moderated by motivation, there is a strong relationship between culture and performance. This means that motivation can strengthen the influence of the work environment on lecturer performance. A work environment that is not good can be suppressed by the motivation that comes from within regarding caring, adaptation, development, and motivation that comes from outside oneself, for example, salary or benefits so that performance increases.

4. CONCLUSION

Based on the research data analysis and discussion results, it can be concluded that organisational culture positively influences the performance of lecturers at Wahidiyah University. This means that the good organisational culture of Wahidiyah University lecturers will increase their

performance. The organisational culture variable, moderated by the motivational variable, further strengthens the interaction effect of the two.

Furthermore, the work environment variable positively affects performance, which means that the work environment can improve performance. The better the work environment created, the higher the resulting performance. Lecturers can achieve maximum performance if the work environment is also supportive. The physical work environment, such as the room's area, lighting and so on, and the non-physical work environment, such as the relationship between lecturers or the relationship between the leader and the lecturer, will also affect the lecturer's performance. After being moderated by motivation, there is a strong relationship between the work environment and performance. This means that motivation can strengthen the effect of the work environment on performance

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