

The Influence of Culture, Job Satisfaction and Motivation on the Performance Lecturer / Employees

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Abstract

This study aims to examine the influence of culture, job satisfaction and motivation on the performance of lecturers/employees in universities. Respondents numbered 180 people. Valid questionnaires amounted to 146 pieces. Data were analyzed using 2 methods, namely: 1). Descriptive analysis, and 2). Multivariate regression analysis with Structural Equation Modeling (SEM). The results showed that (i) culture and job satisfaction affect motivation; (ii) culture also affects job satisfaction; (iii) job satisfaction affect the performance; (iv) culture does not affects the performance; (v) culture and job satisfaction affect the performance through motivation. Thus, job satisfaction factor is an important factor to be managed in order to increase motivation, which will ultimately improve the performance. However, although organizational culture does not contribute directly to improvement of the lecturer/ employee performance, it has increased motivation. Moreover, the performance variable shows the average interval value of 2.90 to 3.53, with an average index of 3.30, which means the performance of lecturers/employees, is good enough. Understanding the relationship between culture, job satisfaction and motivation toward the performance will enable the leader to enhance the performance of lecturers/employees.

Keywords

Culture, job satisfaction, motivation, performance, university, lecturer/employee

1. Introduction

The success in managing an organization is influenced by human resources. That is why many experts say that human resource is one of the most important capital and wealth of every human activity. Therefore, human resources as one of the most important elements should be analyzed and developed, in order to increase the performance. Performance is affected by several factors: 1) job satisfaction; 2) motivation; 3) work value (Begley and Czajka, 1993). Therefore, this study aims to analyze the influence of job satisfaction, motivation and culture on individual performance.

Organizational culture is an important key that managers can use to determine the direction of their companies (Yiing and Ahmad, 2009). Organizational culture is generally defined as a set of key values, assumptions, understandings, and norms that exist among the members of the organization (Daft, 2003). These values and norms show the proper way to relate each other, thus they should provide the same understanding to all of the organization members in carrying out their work (Saranya, 2014). Organizational culture is the special atmosphere or belief created by the members of an organization, and it could not be imitated by other organizations (Rohaizah, et.al, 2015), (Sekaran, 2003). Organizational culture is also the behavioral principles and expectations influencing the interaction and cooperation between individuals, groups, and teams in the process of carrying out organizational goals. Schools which have culture fit to the organizational strategies and have abilities to increase the commitment of teachers and other employees will become good learning organizations (Schein, 2005). When employees describe organizational culture of their firms, they tend to describe the traits of rational, hierarchical, group, and

developmental cultures. In this study culture is defined as shared values, regulations, behavioral principles, and expectations influencing the interaction and cooperation between individuals, groups, and teams in the process of carrying out organizational goals. The indicator of the culture is determined based on the result of research Goebel and Weißenberger (2017).

Job satisfaction is essentially an individual thing. Each individual will have a variable level of satisfaction according to the value system that applies to him. The more aspects in the job which are in accordance with his or her intentions, the higher level of he or she perceived satisfaction (Bagirova and Vavilova, 2015). If a person desires for something, then it means that he has a hope, and thus he will be motivated to take action towards the achievement of these expectations. And if expectations are met, then he will feel satisfied (Asgari et. al., 2017). Satisfaction is a feeling of contentment, pleasure, which is gratifying. Job satisfaction is defined as the general attitude and positive emotional state reflecting an effective response, reaction, or appraisal of an individual toward his or her work experience conveying the meaning of work (Judge and Hurst, 2008). Job satisfaction is a general attitude toward one's work; the difference between the amount of rewards received by a worker and the amount they expected to receive (Robbins, 2001). Job satisfaction refers basically to how much employees like their jobs. Job satisfaction would arise if individuals like their job and there will be dissatisfaction within organization members if they do not like their job. It is an attitude or emotional response to work tasks and simultaneously to the social and physical conditions of the workplace. When individuals are overly stressed, they are usually less satisfied and perform worse (Barakat, et al. 2015). The people tend to behave supporting a favorable condition, while in reverse if there is an unfavorable condition (George and Jones, 2008). In a global setting, it is possible that global managers' job satisfaction is related to their cultural adaption or adjustment (Igalens and Roussel 1999). However, the nature of the job, administration, salary, advancement opportunities, and relationships are all key factors that must be taken into consideration with job (Robbins and Judge, 2015). In this study, to measure job satisfaction used Minnesota Satisfaction Questionnaire (Weiss et. al., 1967).

Motivation is an effective set of forces coming from within and beyond the person of the primers which are work-related behavior and form, direction, intensity and persistence it determines (Pandey and Moynihan, 2007). Motivation to work cannot be attributed only to the economic needs alone, because people will still work even if they hardly need material. Herzberg (2003) states that motivation produces job satisfaction because it meets individual needs for self-actualization. Motivation and job satisfaction, not only make lecturers and employees have higher commitment and loyalty to the organization, but also cause them more like to their work. This certainly enhances the performance of lecturers and employees, ultimately contributing to the performance of the organization. Motivation is a positive mechanism that moves and directs teachers to use their power and potentials to achieve successful predetermined goals. Motivation is a process that explains the intensity, direction and persistence of effort to achieve a goal (Robbins and Judge, 2015). Herzberg (2003) states that there are two factors that can generate satisfaction or dissatisfaction of employees: 1) intrinsic factors - internal forces that lead to action (needs, impulses); 2) extrinsic factors - when the individual is not compelled to do something or is motivated to act in a certain direction under the pressure of external factors: salary, relationships with others, working conditions, etc (Herzberg, 2003). Both extrinsic and intrinsic motivation for front-line employees is critical. Various ways can be done to improve employee motivation, among others, encouraging employee participation in generating new ideas (Rohaizah, 2015). High motivated teachers make efforts to manage their classroom properly, and make teaching plans. The motivation of staff members can be achieved through a set of policies, including through financial and non-financial measures. In this study motivational indicators are derived from the indicators stated by Sekaran (2003), which include driven by work, unable to relax, impatience with ineffectiveness, seeks moderate challenge and seeks feedbacks.

Organizational performance is the actual output or result of organization. Organizational performance can be measured in three areas, namely financial, market and share holder return (Richard, et. al., 2009). The performance of university as a non-profit organization is related to financial and market performance which is indicated by the number of students applying. The performance of a university is influenced by the performance of lecturers and employees. ITI as one of the private university made serious efforts to improve the performance of its lecturers and employees. In that case, ITI made various changes in 2007. New organizational culture is set to give direction to the members of the organization that ITI will become a technopreneur university. Moreover, rewards and punishment systems are applied to improve work motivation. Likewise, the improvement of the working environment is made to increase the satisfaction of lecturers/employees. This research was conducted to see the impact of changes that have been made in the past 10 years, namely examining the impact of organizational culture, job satisfaction and motivation on the performance of lecturers and employees. Performance is, in a broader definition, an organization's

ability to achieve its goals, accomplish its tasks and implement its strategies (Daft, 2003). Performance is influenced by individual attributes (knowledge, skills, and experience), the respective work effort, but also organizational support. Performance is a valuable asset and entails the set of behavioral characteristics of possessed by an employee, which has both positive and negative consequences for the achievement of an organization's goals.

Individual performance depends on the system of motivation, willingness of employees to do the necessary work, their level of training and development, and the ability to perform tasks that have provided the service. Individual performance is expressed in three basic forms: productivity, innovation and loyalty. While the individual performance used in this research is referring to research done by Sawitri (2016), namely: innovative behavior, initiative, self-potential level, time management, work quality and quantity achievements and self-ability to fulfill goals. Table 1 shows the question in the constructs of the literature which was also mentioned in Weiss, (1967), Sekaran (2003), Sawitri (2016) and Goebell, Weißenberger (2017).

Table 1. Sources of construct

No	Variable	Indicator
1	Culture (X ₁)	Top managers communicate the organization's core values to employees (X _{1.1})
		Our employees perceive the values codified in our mission statement to be motivating (X _{1.2})
		Traditions, values, and norms play a major role in our organization(X _{1.3})
		In our organization, high emphasis is placed on sharing informal codes of conduct with employees(X _{1.4})
2	Job satisfaction (X ₂)	Safety, structure, predictability stability in work environment (X _{2.1})
		Autonomous, initiative and self-control (X _{2.2})
		Pleasant work environment (X _{2.3})
		Altruism, opportunity to serve and intertwine harmony with other (X _{2.4})
		Achievement, ability to resolve using one's ability (X _{2.5})
		Status, recognition and social prestige (X _{2.6})
3	Motivation (Y ₁)	Behavior driven by work (Y _{1.1})
		Do not like to relax (unable to relax) (Y _{1.2})
		Do not like the ineffectiveness (impatience with ineffectiveness) (Y _{1.3}),
		Liking challenge (seeks moderate challenge). (Y _{1.4})
4	Performance (Y ₂)	Innovative behavior (Y _{2.1})
		Initiative (Y _{2.2})
		Self-potential level (Y _{2.3})
		Time management (Y _{2.4})
		Work quality and quantity achievements (Y _{2.5})
		Self-ability to fulfill goals (Y _{2.6})

Based on the background research, problem can be formulated as follows: (a) does the work culture affect motivation; (b) does job satisfaction affect motivation?; (c) does the work culture affect job satisfaction; (d) does the work culture affect the performance of lecturers/ employees?; (e) does job satisfaction affect the performance of lecturers/employees?; (f) does the work culture affect the performance of lecturers / employees through motivation?; (g) does job satisfaction affect lecturer/employee performance through motivation?; and (h) does motivation affect the performance of lecturers/employees?

2. Research Methodology

This research is an explanatory research, which aims to solve the problem. The framework for problem solving in this study is illustrated in the causal relationships that occur between organizational culture, job satisfaction, motivation and individual performance, to be tested in this study. Systematically, the conceptual framework of the study can be seen in Figure 1.

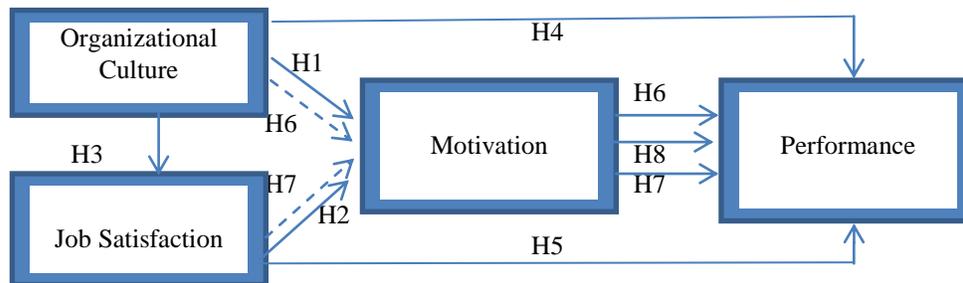


Figure 1. Conceptual framework

Based on research objectives and theoretical reviews, the research hypothesis is:

H1: Organizational culture has a significant effect on motivation.

Organizational culture is the special atmosphere or belief created by the members of an organization, and it could not be imitated by other organizations (Lee and Yu, 2004). Organizational culture determines and influences motivation level of employee, so that controlling organization culture can become one of the motivation instruments (Bagirova and Vavilova, 2015).

H2: Job Satisfaction has a significant effect on motivation

Heneman et al. (1988) examined the relationship of work motivation and job satisfaction. Igalens and Roussel, (1999) found that the relationship of motivation and job satisfaction is positive. This is also in line with the research conducted by Moynihan and Pandey (2007) who stated that extrinsic motivation has a positive relationship with job satisfaction.

H3: Organizational culture has a significant effect on job satisfaction.

Organizational culture is the values, beliefs, and regulations possessed and shared by the members of an organization (Tolfo and Wazlawick, 2008). One of the factors that affect employee job satisfaction is the organizational culture (Pandey and Moynihan, 2007), (Rawashdeh et al., 2015). Global managers who are able to adapt to cultural differences can develop a more positive attitude and lead to increase job satisfaction (Barakat, et al., 2015).

H4: Organizational culture has a significant effect on performance.

Schein's demonstrate that culture is something of great importance to organizations as it is something that can either unite or alienate individuals (Schein, 2005). There is a significant positive relationship between organizational culture and teacher performance, indicating that the higher the intensity of organizational culture, the higher the level of teacher performance (Sutriyantono, et. al., 2013). The strength of corporate culture is directly correlated with the level of profits or performance in a company (Ionica, et. al., 2017).

H5: Job satisfaction has a significant effect on performance

The relationship between job satisfaction and job performance has been firmly established in the organizational behavior literature (Barakat, et al., 2015). Brayfield and Crockett (1955) concluded that there was not much of a relationship between job satisfaction and performance, labeling it as "minimal or no relationship". Since the Brayfield and Crockett (1955) review, several other influential narrative reviews have been published.

H6: Organizational culture has a significance effect on performance through motivation.

Organizational culture should be prompted to ensure employee motivation in order to achieve organizational goals (Matkó and Takacs, 2017). Employee who has motivation will be more productive. Organizational culture plays an important role in an organization, because it relates to how one feels about his or her work, how committed he or she to the level of commitment, motivation and satisfaction (Matkó and Takacs, 2017). Sutriyantono et al. (2013) found that there is a significant positive relationship between work motivation and cultural organization toward teacher

performance. Organization with a high ability in overcoming the organizational culture and human resource to empower the employees is more likely to improve their organizational performance (Rohaizah, et. al., 2015)

H7: Job satisfaction has a significant effect on performance through motivation.

A study of teachers in Shiraz conducted by Asgari (2007) showed that motivation, self-determined motivation, and disconnected motivation had a significant positive correlation with job satisfaction.

H8: Motivation has a significant effect on performance

In a study for the teachers, there is a significant positive relationship between work motivation and performance of the teacher, suggesting that the higher the intensity of motivation, the higher the level of teacher performance (Sutriyanto, et. al., 2013). In line with that, Covington (1993), who studied the course grade of college students found that college students' course grade were positively influenced by motivation.

Data collection was done by distributing questionnaires to respondents. The population in this study is permanent lecturers and permanent employees who work in ITI, with a total of 197 people. The characteristics of the population are as in Table 2.

Tabel 2. Characteristics of population

Variable	Employment		Lecturer		Total	
	People	%	People	%	People	%
Male	69	35	49	25	118	60
Female	25	13	54	27	79	40
Total	94	48	103	52	197	100

Questionnaires were distributed to all lecturers and permanent employees (197 people), but only 180 lecturers and employees received the questionnaire. This is because there are lecturers who are studying and outside the city. The number of valid questionnaires is 146. To measure variables, Likert scale was used on the interval of 1 (one) to 5 (five). Afterwards, collected data are processed and presented based on the principle of descriptive statistics, while for the analysis and testing of hypotheses, statistical approach used inferential variables. Hypothesis testing is done by the processing of structural equation modeling (SEM) from calculation of regression weights through the value of causality critical ratio (CR), and the calculation of standardized indirect effect.

This study used 2 kind of analysis, namely: 1) Descriptive analysis and 2) Multivariate regression analysis. The first step is to do confirmatory factor analysis. The purpose of the confirmatory factor analysis is to evaluate whether a pre-specified factor model provides a good fit to the data. The level of confidence used is 95%, which requires the value of probability in test goodness of fit is greater than 0.05 in order that the model is good. After analyzing one-dimensional level of the indicators forming latent variables with confirmatory factor analysis, the next stage is to do multivariate regression analysis with SEM by using Analysis of Moment Structure Software (AMOS). SEM analysis is done by using full model.

3. Result and Discussion

3.1. Descriptive Analysis

Results of data processing on questionnaire for organizational culture, job satisfaction, motivation and performance are shown in Table 3.

Table 3. Respondent responses

Variable	Indicator	Satisfaction Level					Index
		1	2	3	4	5	
Culture (X ₁)	X _{1.1}	0	20	60	60	6	3.39
	X _{1.2}	0	12	68	62	4	3.40
	X _{1.3}	0	18	54	56	18	3.51
	X _{1.4}	0	2	50	66	28	3.82
Job Satisfaction (X ₂)	X _{2.1}	0	18	72	48	8	3.32
	X _{2.2}	0	8	92	44	2	3.27
	X _{2.3}	0	18	72	48	8	3.32
	X _{2.4}	0	0	84	60	2	3.44
	X _{2.5}	4	12	82	46	2	3.21
	X _{2.6}	14	14	60	52	6	3.15
Motivation (Y ₁)	Y _{1.1}	4	12	82	46	2	3.21
	Y _{1.2}	0	11	29	33	0	2.9
	Y _{1.3}	14	14	60	52	6	3.19
	Y _{1.4}	2	28	66	48	2	3.14
Performance (Y ₂)	Y _{2.1}	0	14	80	50	2	3.27
	Y _{2.2}	0	10	62	67	7	3.49
	Y _{2.3}	0	12	48	82	4	3.53
	Y _{2.4}	8	32	74	30	2	2.90
	Y _{2.5}	0	24	70	48	4	3.22
	Y _{2.6}	2	14	64	58	8	3.38

Respondents' interval values were assigned in classes, to find the limit values of each classes, then the average or mean value of each were incorporated into classes, presented in Table 4.

Table 4. Interval value and mean category

Interval	Mean Category
1.00 – 1.80	Very poor/very low
1,81 – 2,60	Poor/low
2,61 – 3,40	Fairly well/fairly high
3,41 – 4,20	Good/high
4.21 – 5,00	Excellent/very high

Results of data processing in Table 4, shows the assessment of organizational culture has an interval of 3.39 to 3.82, with an average index of 3.53. This indicates that the organizational culture has a category of measurement score is good. Job satisfaction has an average interval of 3.15 to 3.44, with an average index of 3.29. This indicates that the job satisfaction has a category of measurement score is quite good. Motivation has an average interval of 2.9 to 3.21, with an average index of 3.13. This indicates that the motivation has a category of measurement score is quite good. The performance has an average interval of 2.90 to 3.53, with an average index of 3.30. This indicates that the performance has a category of measurement score is quite good.

3.2. Multivariate Regression Analysis.

3.2.1. Confirmatory Factor Analysis

Confirmatory factor analysis is the measurement of the indicator that make-up the latent variable in the research model. The purpose of confirmatory factor analysis is to examine the uni-dimensionality of dimension forming each latent variable. Feasibility test of the model as the results of confirmatory factor analysis for construction: organizational culture, job satisfaction, motivation, and performance are presented in Table 5.

Table 5. Feasibility model testing results on factor analysis

Construct	Goodness of Fit Index	Cut-off Value	Result	Model Evaluation
Culture	Chi Square (X2)		2.234	
	Probability	$\geq 0,05$	0.327	Good
	RMSEA	$\leq 0,08$	0.028	Good
	GFI	$\geq 0,90$	0.993	Good
	AGFI	$\geq 0,90$	0.963	Good
	CMIN/DF	$\leq 2,00$	1.117	Good
	TLI	$\geq 0,90$	0.994	Good
	CFI	$\geq 0,90$	0.998	Good
	Job Satisfaction	Chi Square (X2)		2.756
Probability		$\geq 0,05$	0.252	Good
RMSEA		$\leq 0,08$	0.051	Good
GFI		$\geq 0,90$	0.991	Good
AGFI		$\geq 0,90$	0.955	Good
CMIN/DF		$\leq 2,00$	1.378	Good
TLI		$\geq 0,90$	0.924	Good
CFI		$\geq 0,90$	0.975	Good
Motivation		Chi Square (X2)		1.214
	Probability	$\geq 0,05$	0.270	Good
	RMSEA	$\leq 0,08$	0.038	Good
	GFI	$\geq 0,90$	0.997	Good
	AGFI	$\geq 0,90$	0.950	Good
	CMIN/DF	$\leq 2,00$	1.214	Good
	TLI	$\geq 0,90$	0.978	Good
	CFI	$\geq 0,95$	0.998	Good
	Performance	Chi Square (X2)		9.69
Probability		$\geq 0,05$	0.287	Good
RMSEA		$\leq 0,08$	0.038	Good
GFI		$\geq 0,90$	0.978	Good
AGFI		$\geq 0,90$	0.943	Good
CMIN/DF		$\leq 2,00$	1.211	Good
TLI		$\geq 0,90$	0.95	Good
CFI		$\geq 0,90$	0.974	Good

From the confirmatory factor analysis process for goodness of fit test result in Tabel 5 the culture construct, which is used to form research model, fulfills the criteria that have been set. The probability value in goodness of fit test showed a value of 0.327, which is greater than 0.05. This means that feasibility test of the model is qualified as a good model. Therefore, based on the confirmatory factor analysis, the culture can be used for further analysis. Root mean square error of approximation (RMSEA) describes the residuals contained in the model. RMSEA for culture shows the number 0.028, which is smaller than 0.05 denotes close fit. If the value is in the 0.05 range, such as $0.05 < \text{RMSEA} \leq 0.08$ the model is still acceptable as a fit model. Comparative Fit Index (CFI) is the comparative value of the model compiled with the ideal model. The CFI value for culture is 0.998, while the expected value is above 0.90. While the value of AGFI (Adjusted Goodness of Fit) is 0.963 which is ≥ 0.90 , it is recommended that the model is fit. By looking at the model parameters above, we can say that the measurement model for culture is fit. Similarly, job satisfaction, motivation, and performance have shown qualification as a good model. From the model parameters, feasibility test to build the model of job satisfaction, motivation, and performance has been qualified as a good model because the results of processed data show that the measurement model is fit. This can be seen from the measurement index of RMSEA, GFI, AGFI, CMIN / DF, TLI and CFI in the range of expected values (good).

3.2.2. SEM Analysis

After performing confirmatory factor analysis, the next step is to conduct SEM analysis using full model. Analysis of processed data at the stage of a full model SEM was conducted by conformation test and statistical test. SEM using modified – full model can be seen in Figure 2.

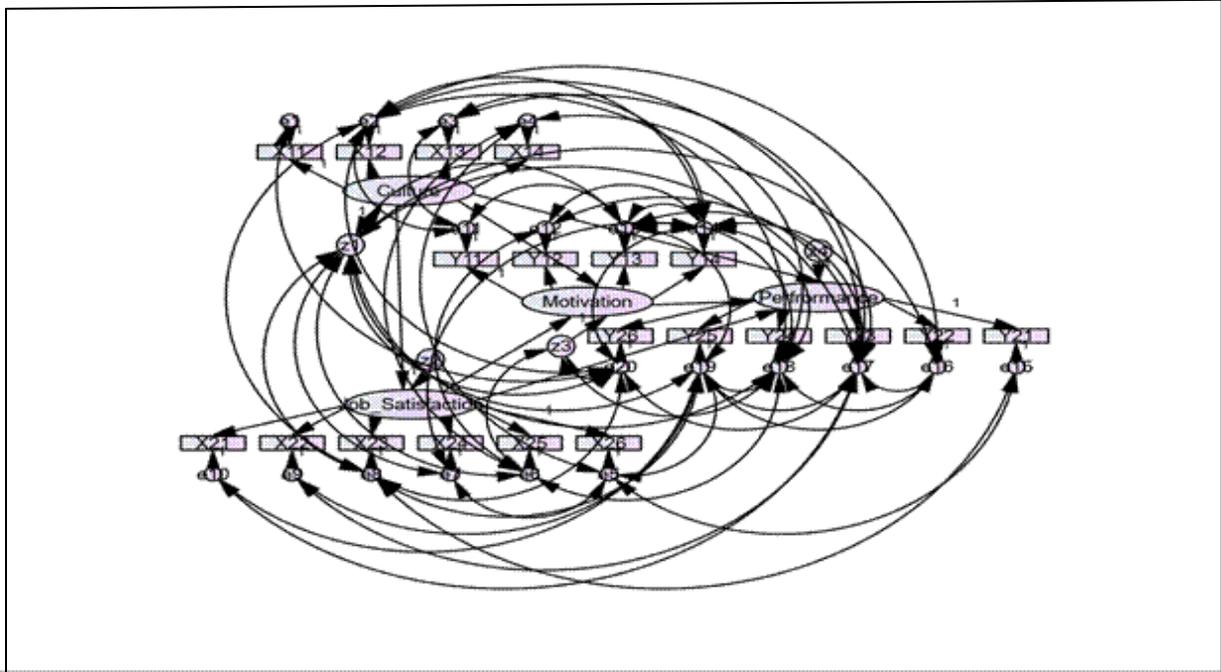


Figure 2. SEM - Using modified

Data processed using modified – full model SEM can be summarized in Table 6.

Tabel 6. SEM (modified) feasibility test result

Goodness of Fit Index	Cut-off Value	Analysis Result	Model Evaluation
Chi Square (X^2)		108.151	
Probability	$\geq 0,05$	0.451	Good
RMSEA	≤ 0.08	0.009	Good
GFI	≥ 0.90	0.932	Good
AGFI	≥ 0.90	0.966	Good
CMIN/DF	≤ 2.00	1.011	Good
TLI	≥ 0.90	0.997	Good
CFI	≥ 0.90	0.999	Good

Based on the results in Table 6, it can be seen that the model used was acceptable, since chi-square value obtained was 108.151 with probability value of 0.451, indicating that structural equation model was good enough. Measurement index of RMSEA, GFI, AGFI, CMIN / DF, TLI and CFI were within the expected range of good value. Therefore it can be concluded that the model tested had already met the required criteria.

3.3. Hypothesis Testing

Hypothesis testing to prove causality of relationship H1, H2, H3, H4, H5 and H8 based on Critical Ratio (CR) value of SEM analysis result, could be seen on Table 7. Hypothesis testing of H6 and H7 was using Standardized Indirect Effect measurement. The result could be seen on Table 8.

Table 7. Hypothesis testing based on critical ratio (CR) value

Variable	Estimate	S.E	C.R	P	Notes
Motivation <--- Culture	.316	.140	2.264	***	Significant
Job satisfaction <--- Culture	.299	.129	2.312	***	Significant
Motivation <--- Job satisfaction	.437	.190	2.300	***	Significant
Performance <--- Culture	-.075	.167	-.451	.652	Not Significant
Performance <--- Job Satisfaction	2.372	.730	3.249	***	Significant
Performance <--- Motivation	.207	.171	1.207	***	Significant

Table 8. T Test result (CR) on culture and job satisfaction variables towards performance through motivation (standardized indirect effect)

Variable		Variable	Direct Effect	Indirect Effect	Total Effect
Culture	-->	Performance	0.075	0.616	0.691
Job satisfaction	-->	Performance	2.372	0.090	2.462

Table 7 shows that organizational culture affects motivation. This study indicates that organizational culture variables have significant effect on motivation. Table 7 shows the magnitude of the estimation coefficient for cultural variable on motivation of 0.316. This indicates that if the cultural variables increase by 1.0 then the motivation will increase by 0.316. In addition, organizational culture affects job satisfaction. This study shows that culture variable significantly influence job satisfaction. Table 7 illustrates the magnitude of the estimation coefficient for cultural variable at job satisfaction is 0.299. This indicates that if the cultural variables increase by 1.0 then job satisfaction will increase by 0.299. Culture does not affect the performance of lecturers/employees. This study showed that culture variable had no significant effect on the lecturer/employees' performance. Table 7 explaining the magnitude of the coefficient estimate culture variables on employees' performance approximately - .075 (sig. = 0.652 not significant). Thus culture was proven to have no significant effect on lecturer/employees' performance. However, culture affect the lecturer/employees' performance through motivation. Job satisfaction affects motivation. This study shows that job satisfaction variable significantly influence the motivation. Table 7 illustrates the coefficient of estimation for the job satisfaction variable on the motivation is 0.437. This shows that the variable of motivation and job satisfaction changes in same direction. Moreover, job satisfaction affect the lecturer/employees' performance. This study shows that job satisfaction variable significantly influence the performance of lecturers/employees. Table 7 illustrates the magnitude of the estimation coefficients for job satisfaction variables on performance of about 2.372. This indicates that if the job satisfaction and performance variables change in the same direction. If job satisfaction increases by 1.0 then lecturer/employees' performance will increase by 2.372. Motivation affects lecturer/employees' performance. This research shows that motivation has significant effect on lecturer / employee performance. From Table 7 illustrates the magnitude of the estimation coefficient for the motivation variable at the performance of about 0.207 (Sig. = 0,000 Significant). This indicates that if the motivation variables increase by 1.0, then lecturer/employees' performance will also increase by 0.207

This study showed that culture variable had significantly influenced performance through motivation. Table 8, explains the magnitude of the estimated coefficient of culture variable on lecturer/employees' performance through motivation with a direct effect approximately 0.075 and indirect effect approximately 0.616 with total effect of 0.691. And viewed from Sobel test, there appeared Sobel test's coefficient of 0.445 with p value < 0.001 (sig. = 0.000 significant). This means that if culture value was increase by 1.0, then employees' performance will increase by 0.445. This study proved that job satisfaction variable had significantly influenced employees' performance through motivation. Table 8 explains the magnitude of the estimated coefficient for job satisfaction variable to employees' performance through motivation with direct effect of 2.372 and indirect influence of 0.090 with total effect of 2.462. And viewed from Sobel test, there appeared Sobel test's coefficient of 3.114 with p value < 0.000 (sig. = 0.000 significant). This means that if job satisfaction value increases by 1.0, then employees' performance will also increase by 3.114.

4. Conclusion

In this study, the new organizational culture has not shown the contribution to improve the performance of lecturers/employees. The results of this study indicate that the relationship between organizational culture and the performance of lecturers/employees can be considered indirectly because it is fully mediated by the increase of lecturer/employee motivation. However, although the new organizational culture does not contribute directly to

improvement of the lecturer/employee performance, it has increased motivation. Therefore, this research supports the importance of organizational culture, because the organizational culture is the guideline for the desired way of thinking and behavior to achieve organizational goals. College as a learning organization needs to strengthen its organizational culture. This is because organizational culture can support organizational learning in improving employee motivation. This is in line with the study conducted by Schein (1993) that a supportive organizational culture is essential in promoting a learning organization where there is a positive and significant relationship between learning organization and the management of motivation level. Therefore, organizations need to identify appropriate ways to create organizational culture, which could be understood and used as a guide to establish proper behavior of the organization members in order to achieve organization's vision and mission. Organizations should have control tools to see clearly the expectations from agreed cultural values that underlie the behavior of lecturers/employees in improving their performance. The role of top management in this regard is very important. This is in line with Saġnak (2017) study which states that the behavior of a leader has a powerful effect on followers' behaviors.

This study also found that the factor becoming the leverage to improve performance of the lecturers/employees is job satisfaction, especially comfort work environment, altruism, and rewards to employees will increase the motivation, so as improve their performance. Therefore, job satisfaction factor is an important factor to be managed in order to increase motivation, which will ultimately improve the performance. The research also shows that the improvement of the performance of lecturers/employees primarily driven by factors that directly affect the lecturer/employee. On the contrary, intangible factors that underlie the productive work ethic have not directly affected.

The performance has an average interval of 2.90 to 3.53, with an average index of 3.30. This indicates that the performance has a category of quite good measurement score. Factors that become the leverage of lecturer/employee performance are job satisfaction, culture and motivation. Therefore, to improve the performance of lecturers/employees, it is required to manage job satisfaction, culture and motivation because these three factors affect the improvement of lecturer / employee performance.

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