

# The Influence of Organizational Culture and Work Ethic against the Competence and Performance of Lecturers

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## Abstract

*This study aims to analyze and explain the direct influence of organizational culture on competence, the indirect influence of organizational culture on lecturer performance through competence. Analyze and explain the direct effect of work ethic on competence and indirect effect of work ethic on lecturer performance through competence. Analyze and explain the influence of competence on lecturer performance. The object of research at the Faculty of Teacher Training and Education, Pattimura University. Sampling \_ as many as 72 respondents. The sampling technique is saturated sample. The analytical method used is path analysis with the help of SPSS 21. The results of this research descriptively, respondents' responses to organizational culture stated that they agreed with a mean value of 3.91. Respondents' responses to work ethic stated that they strongly agreed with a mean value of 4.32. The results of the hypothesis test prove that organizational culture with indicators: systems, norms, rules, beliefs, and shared expectations have a significant positive direct effect on competence. Significance value ( $0.027 < 0.05$ ). Organizational culture has a significant positive indirect effect on lecturer performance through competence ( $0.031 < 0.05$ ). The hypothesis is accepted. This shows that an organizational culture that is well implemented and adhered to by all individuals can improve competence as well as improve lecturer performance through competence. Work ethic with work indicators is grace, work is a calling, work is actualization, work is service, has a significant positive direct effect on competence. Significance  $0.013 < 0.05$ . Work ethic has a significant positive indirect effect on lecturer performance through competence. Significant  $0.019 < 0.05$ . it shows that work ethic can increase competence and indirectly improve lecturer performance. The application of the work ethic must be maintained. Competence with indicators: Knowledge, skills, concepts, personal characteristics, motives have a significant effect on lecturer performance with indicators: loyalty, work performance, responsibility, obedience, honesty, cooperation and initiative. Significance value  $0.003 < 0.005$ . If the competence is increased by one interval, the lecturer's performance will increase.*

## Keywords

organizational culture; work ethic; competence; lecturer performance



## I. Introduction

The organization is a system that affects each other, if one of the sub-systems is damaged, it will affect the other sub-systems. The system can run properly if the individuals in it are obliged to regulate it, which means that as long as the members or individuals still like and carry out their responsibilities properly, the organization will run well. Organization is also a determination and grouping of work to be done, assigning and delegating authority

and responsibility with a view to enabling people to work together effectively in achieving goals (Allen, 2005: 24 to 25).

Human Resources is a strategic element in determining whether or not an organization is healthy. Human resource development can be understood as the preparation of individual employees to assume different or higher responsibilities within the organization. Development usually relates to increasing the intellectual or emotional abilities needed to do a better job. Human resource development is based on the fact that individual employees need knowledge, skills, and abilities that develop so that they are able to work well (Priansa, 2014: 146).

Each individual always has different characteristics from one another. These traits can be a characteristic for someone so that we can find out how they are. Like humans, organizations also have certain characteristics. Through these characteristics we are familiar with organizational culture or organizational culture. The cultures that are owned by each ethnic group have a system of values and norms in regulating each of its members from that ethnic group as well as people from other ethnic groups, thus it can be said that an organization also has a culture that regulates how its members act. . Supported by a professional work ethic is a key route to success. Without a professional work ethic, we may easily slip into a row of losers. Without the inner awareness to track professionalism in all our bodies, we may soon become people who stutter with the dynamics of change. Poor achievement, and absent from the long journey to be productive, noble and dignified. Employees who have a high work ethic are reflected in their behavior, such as likes to work hard, be fair, don't waste time during working hours, desire to give more than what is indicated, willing to cooperate, respect for co-workers.

Competence actors can also have an influence on improving employee performance. The process of placing employees in positions that are in accordance with their competencies will be very decisive in the creation of maximum performance. Therefore, the competence factor must be a criterion that is considered in organizational activities. This will have a positive impact on improving individual and organizational/group performance. Because competence is a basic characteristic of a person (individual) that affects the way of thinking and acting, making generalizations to all situations faced and lasting long enough in humans (Ruky, 2006). The concept described above is an important concern that needs to be studied at the Faculty of Teacher Training and Education, Pattimura University. The formulation of the problem is as follows:

1. Does organizational culture affect lecturer performance?
2. Does work ethic affect lecturer performance?
3. Does organizational culture affect lecturer performance through lecturer competence?
4. Does work ethic affect lecturer performance through lecturer commitment?
5. Does competence affect the performance of lecturers?

## II. Research Methods

The type of research is explanatory, survey approach. Research location at the Faculty of Teacher Training and Education, University of Pattimura. Ferdinand (2006), population is a combination of all elements in the form of events, people who have the characteristics of being the center of attention of researchers. The population in this study are lecturers at the Faculty of Teacher Training and Education, Pattimura University as many as 72 lecturers.

Technique is a saturated sample where the lecturers are used as respondents as many as 72. The types and sources of data are: Primary Data, namely data obtained directly through interviews with respondents or with the help of a questionnaire list that has been compiled

and distributed to respondents, namely lecturers at the Faculty of Teacher Training and Education, Pattimura University.

Secondary data, namely data collected from other parties as a complement to primary data. Identification of research variables: dependent variable is organizational culture, and work ethic. The intervening variable is competence, and the dependent variable is lecturer performance.

Operational definition: Indratoro and Supomo (2002:126) is a definition that provides an operational definition needed to measure the construct or variable. Organizational culture is: systems, norms, rules, beliefs, and shared expectations. It is used as an indicator for measuring organizational culture. Work ethic is the character of a person or group of people in the form of a will or willingness to work accompanied by a high spirit to realize the ideals. (Sinamo, 2011), The indicators used are: 1. Work is Grace, 2. Work is a Call, 3. Work is Actualization, 4. Work is Service. Competence (Pahan 2007) is a basic character of a person that indicates a way of behaving or thinking, which applies in a very wide range of situations and lasts for a long time. Five types of competency characteristics that are used as measurement indicators consist of: 1. Knowledge, 2. Skills, 3. Concepts 4. Personal characteristics, 5. Motives. Lecturer performance is measured based on the achievement of the implementation of duties and functions. The Employee Behavior Assessment List (DP3) can be described: loyalty, work performance, responsibility, obedience, honesty, cooperation and initiative.

The measurement scale to measure the indicators / statement items in this study will be scored using a Likert scale with alternative answers consisting of 5 (five) namely: 1. strongly disagree, 2. disagree, 3. neutral, 4. agree, 5. Strongly agree.

Research instrument test: Two concepts to measure data quality, namely reliability and validity. Validity test: carried out by correlating the answer scores obtained on each item with the total score of all items. Sugiyono (2003), the instrument is considered valid if the value of  $r > 0.3$ . So if the correlation between items with a total score of  $< 0.3$  then the items in the instrument are declared invalid.

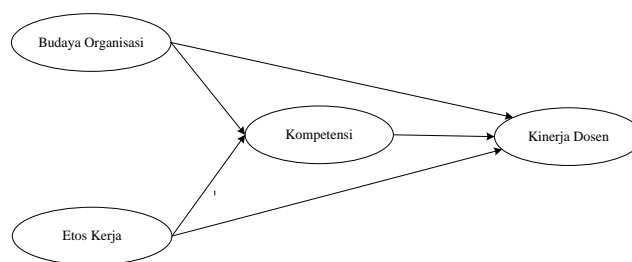
Test : measurement of internal consistency reliability by calculating alpha coefficient (a.), if Cronbach's Alpha is greater than 0.6 then the research data is considered good and reliable enough to be used as input in the data analysis process" (Maholtra, 1996).

Based on the test results, the items used are declared valid and reliable so that the instrument items are continued for the next measurement.

Method of Data Analysis: Inferential Statistics examines the effect of lecturer performance variables at the Faculty of Teacher Training and Education, University of Pattimura, through the hypothesis formulated in this study. The analytical model is the Path Analysis method with the Statistical Package for Social Science for Windows 21 software program.

## 2.1 Path Analysis Study Model

The paths according to the hypotheses that have been formulated are as follows:



**Figure 1. Path Test Model**

The equation for the path analysis model is as follows:

$$Y1 = PY1.X1 + PY2.X2 + e$$

$$Y2 = PY2.X1 + PY2.X2 + e$$

The results of this study have met the path analysis assumption test with the *BLUE requirements*

### a. Hypothesis Testing 1

The first hypothesis: there is a direct significant influence between organizational culture and work ethic on the competence of lecturers at the Faculty of Teacher Training and Education, Pattimura University

Recapitulation of the results of the calculation of the first stage of the path or analysis of the influence of organizational culture and work ethic on the competence of lecturers at the Faculty of Teacher Training and Education, Pattimura University

The path analysis of the first stage using the SPSS 21 program is as follows:

**Table 1.** Recapitulation of the Results of the First Stage of Path Analysis

Dependent variable	Independent Variable	Beta	t	Significant	Information
Y	X1	0.786	5,129	0.027	Significant
	X2	0.661	6,962	0.031	Significant
R = 0.892					
R Square = 0.627					
Adjusted R Square = 0.643					

Source: Primary data processed 2017

Based on table 1. The results of the statistical calculation of the first stage of the path analysis above, the following results are obtained:

1. Organizational culture has a direct and significant direct influence on the competence of lecturers at the Faculty of Teacher Training and Education, University of Pattimura. This can be proven because the significance value of t (0.027) < 0.05.
2. Work ethic has a direct significant influence on the variable competence of lecturers at the Faculty of Teacher Training and Education, University of Pattimura. This can be proven where the significance value of t (0.031) < 0.05.

So it can be concluded that the hypothesis which states that there is a direct significant influence of organizational culture and work ethic on the competence of lecturers at the Faculty of Teacher Training and Education, Pattimura University. Ha is accepted (Ho is rejected).

### b. Hypothesis Testing 2

The second hypothesis states that there is a significant direct and indirect influence between organizational culture, and work ethic on the variable performance of lecturers through the competence of lecturers at the Faculty of Teacher Training and Education, Pattimura University.

Recapitulation of the results of the calculation of the second stage of the path or analysis of the influence of organizational culture and work ethic on the performance of lecturers through the competence of lecturers at the Faculty of Teacher Training and Education, Pattimura University . The second stage path analysis using the SPSS 21 program is as follows:

**Table 2.** Recapitulation of the Results of the Second Stage of Path Analysis

Dependent variable	Independent Variable	Beta	t	Significant	Information
Y2	X1	0.781	12,341	0.013	Significant
	X1	0.735	17.059	0.019	Significant
	Y2	0.886	11,549	0.003	Significant
R = 0.898					
R Square = 0.876					
Adjusted R Square = 0.851					

Source: Primary data processed 2017

Based on table 2. Recapitulation of the calculation results of the second stage of the path analysis above, the following results are obtained:

1. Organizational culture has a significant direct and indirect influence on the performance of lecturers through the competence of lecturers at the Faculty of Teacher Training and Education, University of Pattimura . This can be proven where the significance value of  $t (0.013) < 0.05$ .
2. Work ethic has a significant direct and indirect influence on the performance of lecturers through the competence of lecturers at the Faculty of Teacher Training and Education, University of Pattimura. This can be proven by the significance value of  $t (0.019) < 0.05$ .

A significant direct and indirect influence between organizational culture on lecturer performance through the competence of lecturers at the Faculty of Teacher Training and Education, Pattimura University.  $H_a$  accepted ( $H_o$  rejected)

### c. Hypothesis Testing 3

The third hypothesis states that there is a direct significant effect between lecturer competence on lecturer performance at the Faculty of Teacher Training and Education, Pattimura University.

The results of the third stage of hypothesis testing were obtained from the results of the second stage of hypothesis testing. Based on the results of statistical calculations in the second stage of path analysis, above, the following results are obtained: competence has a direct significant influence on the performance of lecturers at the Faculty of Teacher Training and Education, Pattimura University. Where is the significance value of  $t (0.003) < 0.05$ .

Accepted ( $H_o$  is rejected) or there is a direct significant influence between competence on lecturer performance at the Faculty of Teacher Training and Education, Pattimura University.

## 2.2 Path Analysis

Path analysis can be done through the identification of path coefficients in each path from *theory trimming* (Solimun, 2002). The coefficient of direct effect of the technique is the same as that of regression, using p-value and t-test. The path that is not significant is discarded, so that a model that is supported by empirical data is obtained. The path coefficient / path of indirect influence is obtained by multiplying the path coefficient between the variables being modeled.

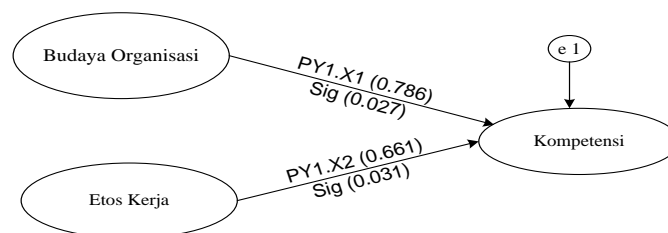
### a. First Stage Path Analysis (PY1.X1, and PY1.X2)

Based on the path analysis of the first stage or there is a direct significant influence of organizational culture and work ethic on the competence of lecturers at the Faculty of Teacher Training and Education, Pattimura University

The organizational culture path is called the PY1.X1 path with a path coefficient value (PY1) with a value of 0.786 with a t significance of 0.027. This shows that organizational culture has a significant influence on the competence of lecturers at the Faculty of Teacher Training and Education, Pattimura University. The significance value of t (0.027) < 0.05.

ethic variable path to competence is called the PY1.X2 path with a PY1 path coefficient of 0.661 and a significance value of t (0.031) < 0.05. This shows that the work ethic that occurs in lecturers at the Faculty of Teacher Training and Education, Pattimura University has a significant influence on the competence of the significance value of t (0.031) < 0.05.

Graphically, testing the first stage of the path relationship model, that is, there is a direct influence between organizational culture and work ethic and has an influence on the competence of lecturers at the Faculty of Teacher Training and Education, Pattimura University. can be shown in the following figure:



**Figure 2.** First Stage Path Analysis Model

The equation model for the first stage path analysis is:

$$Y1 = 0.786X1 + 661X2 + e_1$$

Based on the coefficient of determination (R square) for the structural equation path is 0.892. This means that the amount of variation or diversity of data that can be explained by the model is 0.892 (89.2%), while the remaining 10.8 (10.8%) in other words, the information contained in the data as much as (89.2%) can be explained in the model, and the rest (10.8%) is explained by other variables (which are not yet included in the model) and errors. Or in other words the contribution of organizational culture to competence.

### b. Pathway Analysis Phase two (PY2.X1, and PY2.X2 through PY1Y2)

Based on the path analysis of the second stage or there is a significant direct and indirect influence between organizational culture and work ethic through competence.

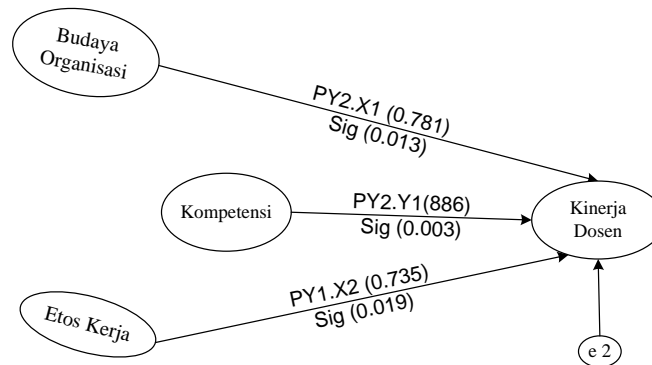
The organizational culture path to the lecturer performance variable is called the PY2.X1 path with a path coefficient value (P) with a value of (0.781) with a t significance of 0.013. This shows that organizational culture has a significant direct and indirect influence on lecturer performance because the significance value of t (0.013) < 0.05 is significant.

The work ethic path to the lecturer performance variable is called the PY2.X2 path with a P path coefficient of 0.735 and a significance value of t (0.019) < 0.05. This shows that



work ethic has a significant direct and indirect effect on lecturer performance because the significance value of  $t(0.019) < 0.05$  is significant.

Graphically, testing the second stage of the path relationship model, namely there is a significant direct and indirect influence between organizational culture and has an influence on lecturer performance variables through work competence. It can be shown in the following figure:



**Figure 3. Second Stage Path Analysis Model**

The equation model for the second stage path analysis is:

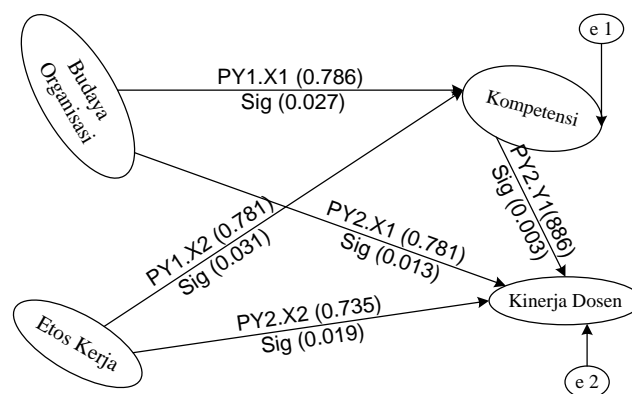
$$Y2 = 781.X1 + 735.X2 + e_1$$

Based on the coefficient of determination (R square) for the structural equation path is 0.986. This means that the amount of variation or diversity of data that can be explained by the model is 0.768 (76.8%), while the remaining 23.2 (23.2%) in other words, the information contained in the data (0.768%) can be explained in the model, and the rest (23.2%) is explained by other variables (which are not included in the model) and errors. Or organizational culture and work ethic have an influence on lecturer performance.

### 2.3 Final Model

Based on the path analysis of the first stage, it is known that the direct relationship path between organizational culture and work ethic has an influence on lecturer performance through competence where the significance level is seen  $< 0.05$ .

Then the image of the final model after the rearrangement is as follows:



**Figure 4. Final Model**

### **a. Direct Influence**

Based on the path analysis of the first and third stages, the direct effect can be known through the magnitude of the path coefficient ( $P_z$ ), as follows:

1. The path of organizational culture to competence is called  $PY1.X1$ , 0.786
2. The path of work ethic to competence is called  $PY1.X2$ , which is 0.661

### **b. Indirect Influence**

Based on the relationship model of the first stage of the path analysis and the second stage of the path analysis, the indirect effects are as follows:

1. Organizational culture to lecturer performance through competence is called indirect influence. The magnitude of the influence of this indirect relationship can be calculated by switching between the value of the coefficient of the direct relationship of organizational culture to competence or  $PY1X1$  with the value of the coefficient of the direct influence of lecturer performance on lecturer performance or  $PY1.Y2$ . Thus the magnitude of the indirect influence of organizational culture to  $PY2$  through competence is  $PY2.X1 \times PY1X2 = 0.768 \times 0.781 = 0.6139$
2. The variable of work ethic to lecturer performance through competence variable is called indirect influence. The magnitude of the influence of this indirect influence path can be calculated by switching between the value of the path coefficient of the direct relationship of work ethic to work competence or  $PY2.X1$  with the value of the coefficient of the direct relationship of lecturer performance to lecturer performance or  $PY2.Y1$ . Thus the magnitude of the indirect effect on  $PY2$  through  $Y1$  is  $PY1.X2 \times PY2.Y1 = 0.661 \times 0.735 = 0.4858$

## **III. Discussion**

### **3.1 The Influence of Organizational Culture on Lecturer Performance at the Faculty of Teacher Training and Education, Pattimura University**

The results of this study prove that organizational culture has a significant positive direct effect on the competence value of significance ( $0.027 < 0.05$ ). Organizational culture has a significant positive indirect effect on lecturer performance through competence. Significant value ( $0.013 < 0.05$ ) The results of this study prove that the indications of organizational culture include in terms of workplace formality and structure, work procedures are the main reference in working, leaders are coordinators and regulators, the main concern and are long-term in efficient performance, criteria success is in delivering reliable results, good scheduling and efficient costs that apply and are interpreted by all elements of the organization affecting the performance of lecturers at the Faculty of Teacher Training and Education, Pattimura University

The results of this study prove that the organizational culture indicated in terms of workplace formality and structure, work references based on applicable work procedures, the role of leaders as coordinators and work regulators, the main concern of all employees who are long-term in efficient performance are work patterns, assumptions underlying work activities are developed and applied within the organization. Operationally, the organizational culture of lecturers at the Faculty of Teacher Training and Education, Pattimura University is manifested comprehensively in terms of an adequate and good workplace, lecturers work according to procedures, leaders coordinate and manage office operations, efficient work plans, achievement of quality performance, achievement of good performance on time. This means that in work contains elements of the standard that achievement must be met, so, for those who reach the standards set means good performance (Wahjudewanti, 2021). Leaders encourage lecturers to be efficient, have clear and measurable goals. Achievement of



maximum performance is the responsibility of employees. In order to encourage the achievement of maximum lecturer performance, lecturers at the Faculty of Teacher Training and Education, Pattimura University create a common understanding among employees about how the organization and how employees should behave. The results of this study reveal the basic assumptions found or developed by lecturers at the Faculty of Teacher Training and Education, Pattimura University to solve problems, adapt to the external environment and integrate with the internal environment. In principle, the implementation of organizational culture at the Faculty of Teacher Training and Education, University of Pattimura concentrates on the behavior or process of an employee in carrying out tasks, not solely focusing on employee factors at the Faculty of Teacher Training and Education, University of Pattimura not focusing on personal attributes, but focusing on on the factor of how individuals or groups of employees work, so that the factors, basic assumptions and dimensions that are held organizationally that focus on internal orientation and the interests of organizational integration, external orientation, organizational differentiation interests and orientations that focus on stability and control as well as flexibility and flexibility ultimately shape the characteristics of lecturers at work. The description of the fact that the implementation of organizational culture is justified as a perspective to understand the behavior of individual or group lecturers in relation to work so that it can directly or indirectly improve lecturer performance through the competence of lecturers at the Faculty of Teacher Training and Education, Pattimura University.

The results of descriptive calculations justify this fact, it is illustrated that the majority of lecturers at the Faculty of Teacher Training and Education, Pattimura University have a working period of more than five years, this condition illustrates that the majority of lecturers have interpreted systems, norms, rules, beliefs, and shared expectations that shape the character/behavior in the organization. The results of this study explain that the meaning of values and assumptions that an adequate and good workplace, employees work according to procedures, leaders coordinate and manage the running of the office, efficient work plans, achievement of quality performance, achievement of timely performance are interpreted strongly and comprehensively supported by the togetherness of individual employees and the intensity or degree of employee commitment. The results of this study are in line with the opinion of Ivancevich, Konopaske and Matteson (2006) in Mullin (2005) which states that organizational culture is what employees perceive and the way that perception creates a pattern of beliefs, values and expectations.

The results of this study prove that the implementation, meaning of organizational culture at the Faculty of Teacher Training and Education, Pattimura University as a guide to individual and group behavior of lecturers has proven to affect employee loyalty, work performance, responsibility for work/main tasks, obedience to rules, honesty, cooperation ( *team work* ), work initiatives/innovations which are an indication of lecturer performance. The results of this study are consistent with the results of the study of Anton Helistiawan (2008) which proves that the influence between organizational culture, leadership and competence has a significant influence on employee performance. The results of this study support the research results of Xenikou and Simosi (2006) proving that organizational culture affects employee performance in several financial business units in Greece. The results of this study support the results of Martono's (2006) study proving that organizational culture has an effect on employee performance through BUMD.

The results of this study contradict the results of the study by Brackertz (2006) which proves that aspects of physical performance affect the performance of public servants in Australia, the results of the study find that better physical facilities provide better results for public services by the apparatus.

### **3.2 The Influence of Work Ethic on the Performance of Lecturers at the Faculty of Teacher Training and Education, Pattimura University**

Based on the results of statistical tests, it was proved that E tos work had a significant positive direct effect on competence ( $0.031 < 0.05$ ). E work Tos had a significant positive direct indirect effect on lecturer performance through competence ( $0.031 < 0.05$ ). The hypothesis is accepted. This shows that the indicators/items work sincerely , work with gratitude , the work is completed completely , the work that the lecturer does requires perseverance , works with enthusiasm and responsibility, the lecturer 's job is a means , respects the abilities of others , gives opportunities to others will increase the satisfaction of lecturers at the Faculty of Teacher Training and Education, Pattimura University.

This study proves that the work ethic applied by lecturers at the Faculty of Teacher Training and Education, University of Pattimura has been very well received by all employees, thus the application of a good work ethic will improve the performance of lecturers at the Faculty of Teacher Training and Education, University of Pattimura.

Descriptively, respondents' responses to the overall work ethic of respondents stated that they were very good, this was indicated by the mean value of 4.32. This research proves that the implementation of the work ethic of lecturers at the Faculty of Teacher Training and Education, Pattimura University has been carried out very well, so that it can improve lecturer performance through the competence of lecturers at the Faculty of Teacher Training and Education, Pattimura University.

This study supports the results of research by Veronika Prasetya, Dwi Handayani (2009), where the results of his research show that higher or lower individual performance can be caused by work ethic.

### **3.3 The Influence of Competence on Lecturer Performance at the Faculty of Teacher Training and Education, Pattimura University**

Based on the results of the statistical test, competence has a significant and positive effect on the performance of lecturers at the Faculty of Teacher Training and Education, Pattimura University ( $0.003 < 0.05$ ). The hypothesis is accepted.

This shows that competence with indicators of knowledge items: work is completed according to the knowledge possessed, understands the administration system in the workplace, understands the service system in a good workplace at work will improve the performance of lecturers at the Faculty of Teacher Training and Education, University Pattimura.

Competence with indicators of skill work items completed according to ability, work completed according to skills will improve the performance of lecturers at the Faculty of Teacher Training and Education, Pattimura University. Competence with self-concept indicators items: comply with social norms in carrying out work, work according to applicable regulations, indicators for personal characteristics items: always responsive to conditions at work, given information in completing work will improve the performance of lecturers at the Faculty of Teacher Training and Education, Pattimura University. Competence with motivation item indicators: in completing work, always controlling emotions, in completing work, always prioritizing the public interest will improve the performance of lecturers at the Faculty of Teacher Training and Education, Pattimura University.

Descriptively respondents' responses to the variable competence of lecturers at the Faculty of Teacher Training and Education, Pattimura University the average respondents stated very good / good, this is indicated by the mean value:

The results of this study explain that the competencies possessed by lecturers will improve the performance of lecturers at the Faculty of Teacher Training and Education, Pattimura University.

This study rejects the results of research by Adha and Ibrahim (2013) entitled the effect of Loyalty and Employee Competence on Public Service Performance. Kampar District Mining Sub-District Office. The results of the study stated that there was no effect given by the variable X (employee competence) on the variable Y (public service performance). This fact explains that employee competence (variable X) does not have a significant effect on public service performance (variable Y). This study supports the results of research by Faiza Nurmasitha, et al (2003) who conducted a study entitled The Effect of Competence and Work Environment on Service Performance (Study at the Population and Civil Registration Office of Sidoarjo Regency). there is a positive influence of the Competency variable on the Service Quality of the Population and Civil Registration Service of Sidoarjo Regency. This study also supports the concept developed by Michael Zwell (2000:56-68) competence is not an ability that cannot be influenced. there are several factors that can affect a person's competence skills, namely: beliefs and values, skills, experience, personality characteristics, motivation, emotional issues, intellectual abilities, organizational culture that must be owned by employees.

And also this research supports the concept developed by Palan, (2007), competence, which can be developed to improve employee performance, namely knowledge, referring to information and learning outcomes, skills, referring to a person's ability to carry out an activity, self-concept and values. -values, refers to the attitudes, values and self-image of a person, Personal characteristics, refers to the physical characteristics and consistency of responses to situations or information, motives, are motivations, desires, psychological needs, or other drives that trigger action.

#### IV. Conclusion

1. Descriptively, respondents' responses to organizational culture agree with the mean value of 3.91. Organizational culture with indicators: systems, norms, rules, beliefs, and shared expectations have a significant positive direct effect on competence. Organizational culture has a significant positive indirect effect on lecturer performance through competence.
2. Descriptively, respondents' responses to work ethic stated that they strongly agreed with the mean value of 4.32. Work ethic with work indicators is grace, work is a calling, work is actualization, work is service has a significant positive direct effect on competence. Work ethic has a significant positive indirect effect on lecturer performance through competence.
3. Descriptively, respondents' responses to competence stated that they strongly agreed with the mean value of 4.21. and lecturer performance mean 4.11. Competence with indicators: Knowledge, skills, concepts, personal characteristics, motives have a significant effect on lecturer performance with indicators: loyalty, work performance, responsibility, obedience, honesty, cooperation and initiative.

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