

## Theoretical Model of Language Faculty Lecturer Performance Improvement and Unimed Arts (Study of the Influence of Organizational Culture, Work Motivation, and Job Satisfaction on Lecturer Performance FBS Unimed)

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### Abstract

*This study aims to find: (1) a theoretical model of performance improvement Lecturer at the Faculty of Arts, Unimed which is built based on the associative causal relationship between endogenous variables and exogenous variables, (2) knowing the positive direct effects: (a) organizational culture on work motivation Lecturer at FBS Unimed. (b) organizational culture on job satisfaction of Unimed FBS lecturers, (c) organizational culture on the performance of FBS Unimed lecturers (d) work motivation on the performance of Unimed FBS lecturers; (e) job satisfaction on the performance of Unimed FBS lecturers. The study population was 174 FBS Unimed lecturers, a sample of 100 people selected by means of proportional random sampling. The research instrument was a closed questionnaire with four scales. The research data were processed and analyzed using descriptive statistics and differential statistics, namely path analysis. Path analysis begins with a test requirements analysis including normality test and linearity test. X1 has a positive direct effect of 50.69% on Work Motivation (X2) lecturers of FBS Unimed as well as Organizational Culture (X1) a positive direct effect of 28.83% on Job Satisfaction (X3) lecturer at FBS Unimed, Organizational Culture (X1) also has a positive effect of 22.02% on lecturer performance (X4) FBS Unimed, and Work Motivation (X2) Has a positive direct effect of 26.22% on lecturer performance (X4) FBS Unimed and Job Satisfaction (X3) Directly positive effect of 17.75% on lecturer performance (X4) FBS Unimed.*

### Keywords

organizational culture;  
job satisfaction;  
lecturer performance  
of FBS Unimed; work  
motivation



## I. Introduction

Lecturer performance is the workload of lecturers in carrying out their duties known as the tridharma of higher education which includes implementing education and teaching, carrying out research and carrying out community service.

Dikti (in Ismail and Husni A, 2009: 73-88) describes the normal workload of a lecturer in carrying out Tridharma tertiary activities is 40.5 hours per week. Normal lecturer workload consists of: (1) educational activities, 27.5 hours per week, consisting of teaching, guiding theses, examining undergraduate trials, and developing course materials, (2) research activities, 11 hours per week, consisting of being the main researcher, writing papers in accredited journals, (3) community service activities, 1 hour per week in the form of incidental training, and (4) supporting activities, in the form of participation in

certain committees. According to Sugiharto (2020) education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life. So, to create the highest quality of human resources, education is becoming an important factor to be considered. Thus the lecturer performance is the work results or the overall success rate of a lecturer during certain period in carrying out its duties, namely carrying out the tridharma of higher education.

Initial studies on the performance of FBS lecturers in the last three years in the field of research, scientific publications in reputable journals, and implementation of community service have still not met the target set by the faculty. In the research sector in 2017, out of 174 lecturers at FBS, only 56 people (32.17%) conducted research. In 2018 there were only 53 people (30.45%) and in 2019 there were only 43 people (24.7%).

The scientific publication activities of FBS lecturers in indexed / reputable journals have not met the predetermined targets. In 2017, only 38 titles (55.8%) were realized from the target of 68 titles. In 2018, 40 titles (51.21%) were realized from the target of 78 titles. Meanwhile, in 2019, of the target of 84 titles, only 50 titles (59.52%) were realized. In the field of community service in 2017 there were only 20 (11.48%) community service activities carried out, and decreased in 2018 there were only 15 activities (18.61%), and decreased again in 2019, namely 13 activities (7, 46%). From the data above, it is questionable why the performance of FBS lecturers in these three fields is so poor. Because it is necessary to do research on the factors that affect the performance of these FBS lecturers.

Colquitt, Lepine, and Wesson (2009: 178) found several variables which affect job performance include organizational culture, motivation and job satisfaction. Based on Newstrom's organizational behavior system (in Colquitt and Wesson, 2009: 183), the motivation variable directly affects (1) performance, (2) job satisfaction, and (3) personal growth and development. Furthermore, the motivation variable affects the variable (1) performance, (2) job satisfaction, and (3) personal growth and development. Based on the two theories described earlier, it can be concluded that organizational culture, work motivation, and job satisfaction affect performance. This, also supported by research results. Siburian (2012: 203) found that performance was influenced by organizational culture, job satisfaction, and work motivation. Pangaribuan (2017: 20-21) reports the results of his research, this research was conducted to determine the effect of organizational culture variables, work motivation, and job satisfaction on the performance of Unimed FBS lecturers.

## **II. Review of Literatures**

### **2.1 Performance**

Sonntag (2012: 5) states that performance can be viewed through two aspects, namely aspects of action and aspects of impact. Aspects of action include aspects of behavior (behavior), while aspects of impact are aspects of results and their effects on individuals, groups or organizations. Based on the impact aspect, performance is the result achieved from a business or activity over a certain period of time. Based on the behavioral aspect, performance is the process of achieving work performance supported by competencies and work instruments. Work instruments can be in the form of inputs as well as work equipment. These two aspects can be the point of view of performance review.

Furthermore, Wirawan (2007: 5) states that performance is the output produced by functions or indicators of a job or profession within a certain time. Every intelligence has a different learning style (Simorangkir, 2019). Furthermore, performance according to the Directorate of Energyeducation Directorate General of Quality Improvement of Teachers and Education Personnel of the Ministry of National Education are:

"Performance can be interpreted as an expression of a person's potential in the form of a person's behavior or way of carrying out a task, resulting in a product (work) which is the manifestation of all duties and job responsibilities assigned to him."

Relevant to this, Sonnentag said that performance is what a person does, and the treatment works well. This is interpreted as the process of achieving results. The process that takes place within the organization to achieve organizational results or goals is a set of individual actions and behaviors.

## 2.2 Organizational Culture

Organizational culture plays an important role in the organization. The role of organizational culture is as a guide to think, behave, and act for organizational members in achieving organizational goals. The organizational culture contains shared values, expectations, rules, habits, and tools, all of which are the basis for achieving organizational goals. Organizational culture is a system of values and co-creation of individuals in the organization from the creation of the organization to the end of the organization.

## 2.3 Work Motivation

Motivation means a condition that encourages and causes someone to do an activity that takes place consciously. Furthermore, it is said that motivation is a work impulse that arises in a person to behave in achieving predetermined goals.

Theories concerning motivation include: Maslow's Need Theory. Hasibuan put forward a motivation theory called Maslow's Need Hierarchy Theory / A theory of Human Motivation or Maslow's Hierarchy of Needs Theory. Maslow argues, the needs that someone wants are tiered. With regard to motivation and performance and the factors that influence and influence it, Mitchell in Kreitner and Kinicki (2001: 249) suggests a Work Performance Motivation Model which explains that organizational culture directly affects motivation. Furthermore, related to factors that can be influenced by motivation, Colquitt, LePine, and Wesson argued that "*motivation has a strong positive effect on job performance. People who experience higher levels of motivation tend to have higher levels of task Performance.*".

## 2.4 Job Satisfaction

Job satisfaction is a pleasant emotional state that results from appraising work or work experience. Job satisfaction reflects a person's feelings about his job. This can be seen in the positive attitude of employees towards work and everything they face in their work environment.

According to Rivai (2004: 480) job satisfaction theory, among others:

### 1. Theory of Inequality (Discrepancy Theory)

This theory measures a person's job satisfaction by calculating the difference between something that should be and what is felt

### 2. Equity Theory

This theory suggests that people will feel satisfied / dissatisfied, depending on the presence / absence of justice (equity) in a system, especially the work system.

### 3. Two Factor Theory

According to this theory job satisfaction & job dissatisfaction are different things. Satisfaction & dissatisfaction is not a continuous variable. Job satisfaction has an important meaning both for members of the organization and for the organization, especially because it creates a positive situation in the organizational environment. The more aspects of work that are in accordance with the wishes of the individual, the higher the level of satisfaction he feels, and vice versa. This is in accordance with the results of research conducted by O'Reilly, Chatman, and Caldwell in Edy Sutrisno (2010: 28), Platis, Reklitis, and Zimeras (2015: 480-487), and Bakan et al (2016) that Job satisfaction will affect performance, because someone who is satisfied at work will work more seriously so that the quality of production or service is guaranteed.

## III. Research Methods

This type of research is ex post facto research. While the method used is the survey method, the research category is "explanatory or confirmatory". This research was conducted at the Faculty of Language and Arts (FBS) Unimed and was carried out from the planned May August 2020 to December 2020. This time interval includes the implementation of instrument trials, data collection, data analysis, and research report writing. All FBS Unimed lecturers totaled 174 people. The research sample of 100 people was taken by proportional random sampling. The data collection technique used in this study was a field survey by distributing questionnaires to FBS lecturers who were used as research samples. The data analysis technique was carried out using the SPSS version 20 computer aids program, namely descriptive analysis, analysis requirements test with inferential analysis, and hypothesis testing using Path Analysis. The instrument used was a closed questionnaire with four answer choices in one. Continuum line, with a Likert scale model. The flow of this research begins with a preliminary study on the performance of lecturers, then conducts literature studies and studies, then arranges instruments, then analyzes and in the final stage, formulates a theoretical model for improving lecturer performance. The instrument used was a closed questionnaire with four answer choices that were on one continuum line, with a Likert scale model. The flow of this research begins with a preliminary study on the performance of lecturers, then conducts literature studies and studies, then arranges instruments, then analyzes and in the final stage, formulates a theoretical model for improving lecturer performance. The instrument used was a closed questionnaire with four answer choices that were on one continuum line, with a Likert scale model. The flow of this research begins with a preliminary study on the performance of lecturers, then conducts literature studies and studies, then arranges instruments, then analyzes and in the final stage, formulates a theoretical model for improving lecturer performance.

## IV. Results and Discussion

### 4.1 Results

#### a. Description of Research Variables

##### 1. Research Variable Data Frequency Distribution

The data descriptions presented in this section include organizational culture (X1), Work Motivation (X2), Job Satisfaction (X3), and Performance (X4). Lecturer

performance of FBS Unimed. The description of the research variable data is presented in the summary of the descriptive analysis results in Table 1 below:

**Table 1. Statistical Description Statistics**

		Organization al culture	Work motivation	Job satisfaction	Performance
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		83.54	98.18	85.98	147.75
Std. Deviation		5,739	5,823	4,614	4,473
Skewness		-,301	-,188	-,227	-,093
Std. Error of Skewness		,241	,241	,241	,241
Kurtosis		-,479	-,363	-,105	-,203
Std. Error of Kurtosis		,478	,478	,478	,478
Range		25	27	28	21
Minimum		70	83	74	137
Maximum		95	110	97	158
Sum		8354	9818	8584	14775

a. Multiple modes exist. The smallest value is shown

Description: X1 = Organizational Culture

X2 = Work Motivation

X3 = Job Satisfaction

X4 = Performance

### b. Variable Description of Organizational Culture

Based on table 2 Regarding statistical descriptions, it can be seen that the characteristics of the Organizational Culture variable which include the maximum score is 95, the minimum score is 70, the mean is 83.54, and the standard deviation is 5.793. The maximum score does not reach the ideal maximum score of 112, and also the minimum score is not lower than the ideal minimum score of 28.

**Table 2. Frequency Distribution of Organizational Culture Scores (X1)**

Class	Interval Class	Absolute Frequency	Cumulative Frequency (%)
1	28 - 56	0	0
2	57 - 63	0	0
3	64 - 77	17	17%
4	78 - 91	75	75%
5	92 - 95	8	8%
Total		100	100

Note:

Average = 83.54= 84 (rounding)

SD = 5,739= 6 (rounding)

The data distribution of the Organizational Culture variable can be seen from table 2, namely there are as many as 75 people in the range 78 - 91 and as many as 17 people in the

range 64 - 77, and as many as 8 people in the range 92 - 95, as many as 0 people in the range 57 - 63, and as many as 0 people in the range 28 - 56.

It can be seen that in the range (interval) 78-91 the frequency of data distribution is the highest.

**Table 3.** Description of the Average Score of Organizational Culture Indicators

No.	Indicator	Average Score
1.	Taking risks	2.44
2.	Attention to detail	2.43
3.	Result orientation	2.64
4.	People orientation	3.06
5.	Team orientation	3.39
6.	Aggressiveness	3.46
7.	Stability	3.47

The investigation of Organizational Culture problems was carried out on the indicators that built it, and it was found that the indicators of attention to detail and risk taking and result orientation contributed the most to these problems, with mean scores of 2.43 and 2.44 and 2.64, respectively.

### c. Description of Work Motivation Variables

Based on table 4 regarding statistical descriptions, it can be seen that the characteristics of the Work Motivation variable which include the maximum score is 110, the minimum score is 83, the mean is 98.18, and the standard deviation is 5.823. The maximum score does not reach the ideal maximum score of 120, and also the minimum score is not lower than the ideal minimum score of 30.

**Table 4.** Frequency Distribution of Work Motivation Scores (X2)

Class	Interval Class	Absolute Frequency	Cumulative Frequency (%)
1	30 - 60	0	0.00
2	61 - 67	0	0.00
3	68 - 83	1	1%
4	84 - 98	49	49%
5	99 - 110	50	50%
Total		100	100

Note:

Mean = 98.18 = 98 (rounding)

SD = 5.829 = 6 (rounding).

Note:

The number of quantities of the following parameters:

The ideal maximum score = 120

Ideal minimum score = 30

Ideal Mean (Mi) = 75

Ideal Standard Deviation (SDi) = 15

1.5SDi = 23

Furthermore, it can be seen based on table 5.6 Work Motivation tendencies a lecturer at FBS Unimed. Based on table 4, it can be seen that Work Motivation tends to be very good, namely as many as 50 people or 50%, and followed by either 49 people or 49%, and there is only 1 person or 1% who has Work Motivation in sufficient criteria, and no one is involved. Have less or very less motivation.

**Table 5.** Description of the Mean Score of Work Motivation Indicators

No.	Indicator	Average Score
1.	The amount of time and effort to carry out the duties and responsibilities with the highest achievement.	2.95
2.	Have a happy feeling at work and praise for the work.	3.10
3.	Honor and social breadth vertically and horizontally.	3.25
4.	Feelings of pleasure as a source of work information and knowledge.	3.41
5.	Feelings of pleasure at the highest position in organizational and social structures.	3.43
6	Happy to control with reward and punishment.	3.51

Based on table 5, it can be seen that the indicator of the amount of time and effort to carry out the tasks and responsibilities with the highest achievement is the most important cause of work motivation problems, with a score of 2.95. Other indicators are good enough because the mean score is greater than 3.

#### d. Description of Job Satisfaction Variables

Based on table 6 of statistical descriptions, it can be seen that the characteristics of the Job Satisfaction variable which include the maximum score is 97, the minimum score is 74, the mean is 85.98, and the standard deviation is 4.614. The maximum score does not reach the ideal maximum score of 100, nor is the minimum score lower than the ideal minimum score of 25.

**Table 6.** Frequency Distribution of Job Satisfaction Scores (X3)

Class	Interval Class	Absolute Frequency	Cumulative Frequency (%)
1	25 - 50	0	0.00
2	51 - 56	0	0.00
3	57 - 70	0	0.00
4	71 - 83	30	30%
5	84 - 97	70	70%
Total		100	100

Note:

Mean = 85.98 = 86 (rounding)

SD = 4,614 = 5 (rounding)

The data distribution of the Job Satisfaction variable can be seen from table 5.8, namely there are 30 people in the range 71 - 83 and as many as 0 people in the range 57 -

70, and as many as 70 people in the range 84 - 97, as many as 0 people in the range 51 - 56 and 0 people in the range 25 - 50.

**Table 7.** The trend of job satisfaction variable data

No.	Range	Observation Frequency	Percentage (%)	Trend category
1	25 - 50	0	0.00	Very less
2	51 - 56	0	0.00	Less
3	57 - 70	0	0.00	Enough
4	71 - 83	30	30%	Good
5	84 - 97	70	70%	Very good
total		100	100	

Note:

The number of quantities of the following parameters:

The ideal maximum score = 100

Ideal minimum score = 25

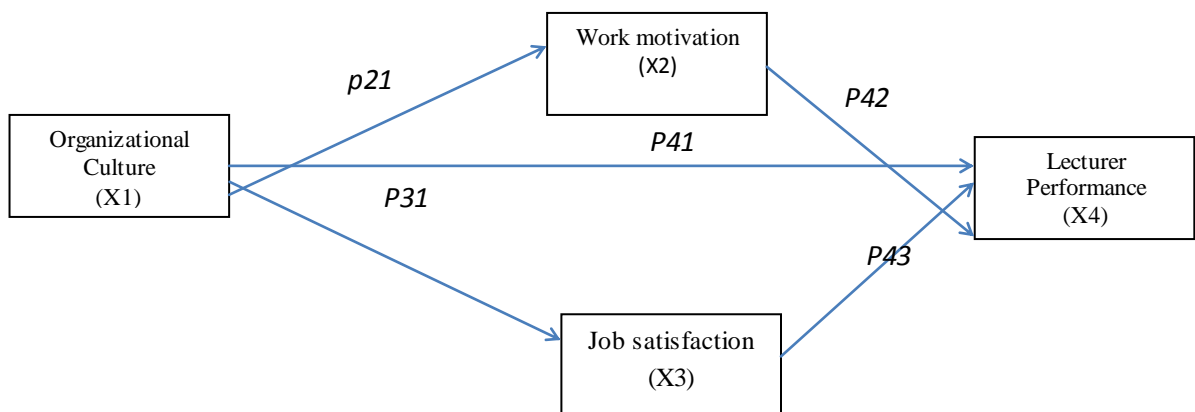
Ideal Mean (Mi) = 63

Ideal Standard Deviation (SDi) = 13

1.5SDi = 20

### e. Hypothesis Test

In accordance with the theoretical model developed, a path diagram of the research variables was made as shown below



**Figure 1.** Research Variable Path Diagram

The data correlation coefficient  $x$  and  $y$  can be obtained by the following equation:

$$r = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}}$$

Where  $n$  = number of samples

$\sum X_i Y_i$  = the number of times  $X$  by  $Y$



$$(\sum Xi)(\sum Yi) = \text{multiply the sum of X and Y}$$

**Table 8.** Results of Correlation Analysis between Exogonous and Endogonous Variable  
**Correlations**

		X1	X2	X3	X4
X 1	Pearson Correlation	1	,712 **	,537 **	,727 **
	Sig. (2-tailed)		,000	,000	,000
	N	100	100	100	100
X 2	Pearson Correlation	,712 **	1	,387 **	,703 **
	Sig. (2-tailed)	,000		,000	,000
	N	100	100	100	100
X 3	Pearson Correlation	,537 **	,387 **	1	,602 **
	Sig. (2-tailed)	,000	,000		,000
	N	100	100	100	100
X 4	Pearson Correlation	,727 **	,703 **	,602 **	1
	Sig. (2-tailed)	,000	,000	,000	
	N	100	100	100	100

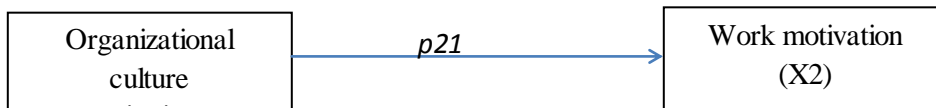
\*\* . Correlation is significant at the 0.01 level (2-tailed).

Furthermore, to find and test the meaning of path coefficients by building a theoretical model substructure. The calculation of the path coefficient is done using the help of SPSS 18 software.

**f. Substructure 1 (Hypothesis 1)**

Ho : There is no direct influence of organizational culture on lecturers' work motivation.

Ha : There is a positive and significant direct effect of organizational culture on lecturers' work motivation.



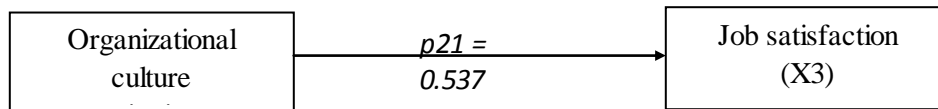
$$r_{12} = p_{21}$$

**Table 9.** Results of Unstandarized and Standardized Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	48,036	6,030		7,966	, 000
	X1	, 454	, 072	, 537	6,307	, 000

p3 a. Dependent Variable: X3 analysis using the SPSS program, the obtained significance of individual path coefficients are shown in the following table, with the conclusion that the t value for p31 is 6.307 at the significance level of  $t_{sig.} = 0.000 < 0.05$ . The calculation results show that  $H_0$  failed to be accepted, so it is concluded that there is a positive and significant direct influence of organizational culture on job satisfaction.



The results of the calculation of path analysis using the SPSS 18 program are obtained respectively:

$P_{41} = 0.303$  ( $t = 3.263$ ;  $p = 0.002$ ),

$P_{42} = 0.373$ , ( $t = 4.391$ ;  $p = 0.000$ ),

$P_{43} = 0.295$  ( $t = 4.168$ ;  $p = 0.000$ ),

Based on the results of the path coefficient test, it shows that:

1. The third hypothesis which says there is no direct influence of organizational culture on lecturer performance failed to be accepted, so it can be ascertained that there is a positive and significant direct influence of organizational culture on lecturer performance.
2. The fourth hypothesis which says that there is no direct effect of work motivation on lecturer performance failed to be accepted, so it can be concluded that there is a positive and significant direct effect of work motivation on lecturer performance.
3. The fifth hypothesis which states that there is no direct effect of job satisfaction on lecturers' performance also fails to be accepted, so it can be concluded that there is a positive and significant direct effect of job satisfaction on lecturer performance.

The overall path analysis coefficient of the tested model is shown in the following table:

**Table 10.** Path Coefficient Test Summary Table

Hypothesis Number	Correlation coefficient	Path Coefficient	Don't count	Significance	Information
1	$r_{12} = 0.712$	$p_{21} = 0.712$	10,044	0,000	Path Means
2	$r_{13} = 0.537$	$p_{31} = 0.537$	6,307	0,000	Path Means
3	$r_{14} = 0.727$	$p_{41} = 0.303$	3,263	0,002	Path Means
4	$r_{24} = 0.703$	$p_{42} = 0.373$	4,391	0,000	Path Means
5	$r_{34} = 0.602$	$p_{43} = 0.295$	4,168	0,000	Path Means

All path coefficients are at significance less than 0.05, thus all paths are meaningful.

### g. Variable Influence

There are two kinds of associative causal relationships between exogenous variables and endogenous variables, namely indirect and direct relationships together.

1. Indirect influence on X1 on X4 through X2

Based on the calculation results, it can be seen that the effect of X1 on X2 = 0.712, and the influence of X2 on X4 = 0.373, then the indirect effect of X1 on X4 through X2 is  $0.712 \times 0.373 = 0.256$

The effective contribution of X1 to X4 through X2 is:  $0.2656 \times 0.727 = 19.33\%$

2. Indirect effect of X1 on X4 through X3

The results of the calculation show that the effect of X1 on X3 = 0.537, and the influence of X3 on X4 = 0.259, then the indirect effect of X1 on X4 through X2 is  $0.537 \times 0.295 = 0.1584$

The effective contribution of X1 to X4 through X3 is:  $0.1584 \times 0.727 = 11.48\%$

1. The joint direct effect of X1 on X4 = 0.303

The effective contribution of X1 to X4 is directly  $0.303 \times 0.727 = 22.02\%$

Thus the total contribution of X1 to X4 is:

$$19.33\% + 11.48\% + 22.02\% = 52.83\%$$

**Table 11. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
dimension 0	,727a	,528	,523	3.08905

a. Predictors: (Constant), X1

b. Dependent Variable: X4

2. Calculation of the Effective Contribution of Variables in multiple regressions:

**Table 12. Calculation of the Effective Contribution**

Variable	Regression Coefficient (Beta)	Correlation coefficient	R Square
X1	0.303	0.727	0.659
X2	0.373	0.703	
X3	0.295	0.602	

**Effective contribution of X1 to X2**

$$\begin{aligned} \text{SE (X1)} &= 0.712 \times 0.712 \times 100\% \\ &= 50.69\% \end{aligned}$$

**Effective contribution of X1 to X3**

$$\begin{aligned} \text{SE (X1)} &= 0.537 \times 0.537 \times 100\% \\ &= 28.83\% \end{aligned}$$

**Effective contribution of X1 to X4**

$$\begin{aligned} \text{SE (X1)} &= 0.303 \times 0.727 \times 100\% \\ &= 22.02\% \end{aligned}$$

**Effective contribution of X2 to X4**

$$\begin{aligned} \text{SE (X2)} &= 0.373 \times 0.703 \times 100\% \\ &= 26.22\% \end{aligned}$$

**X3's effective contribution to X4**

SE (X3) = 0.295 x 0.602 x 100%  
 = 17.75%

**Table 13. Proportional Influence**

Var	Proportional Influence				Total Effect
	Jump against X4	Indirect against X4 via			
		X1	X2	X3	
X1	0.2202		0.2656	0.1584	0.6442
X2	0.2622				0.2622
X3	0.1775				0.1775
Total	0.6599		0.2656	, 1584	

The results of the calculation show that the effective contribution of X1, X2, and X3 to X4 is 65.99%, where work motivation (X2) provides a greater contribution of 26.22%, then organizational culture (X1) is 22.02%, and satisfaction work (X3) of 17.75%.

**Relative Contribution of X1 to X4**

SR (X1) = 22.02 / 65.99  
 = 33.37%

**Relative Contribution of X2 to X4**

SR (X2) = 26.22 / 65.99  
 = 39.73%

**X3's Relative Contribution to X4**

SR (X3) = 17.75 / 65.99  
 = 26.90%

**Model Fit Test: Coefficient Q**

The goodness of fit model aims to test the fit of the proposed model with the data. Path analysis defines the fit (fit) of the proposed model with the data, if the sample correlation matrix is not much different from the reproduced correlation matrix or the expected correlation matrix.

Testing the suitability of the model using the formula:

$$Q = \frac{1 - R_m^2}{1 - M}$$

$$R_m^2 = 1 - (1 - R_1^2)(1 - R_2^2)(1 - R_3^2)(1 - R_4^2)$$

If all path coefficients are significant, then  $M = R_m^2$ , so that  $Q = 1$ . If  $Q = 1$ , then it indicates the fit (fit) of the perfect model, but if  $Q < 1$ , to determine the fit (fit) of the model, then the Q statistic needs to be tested with the statistic W calculated by the formula:  
 - (N - d) ln Q

Where N = number of samples;  
 d = insignificant number of path coefficients

$M$  = coefficient of multiple determination ( $M = R_m^2$ ), after which the insignificant path coefficients are discarded.

The criteria for a model test are said to have a fit if:

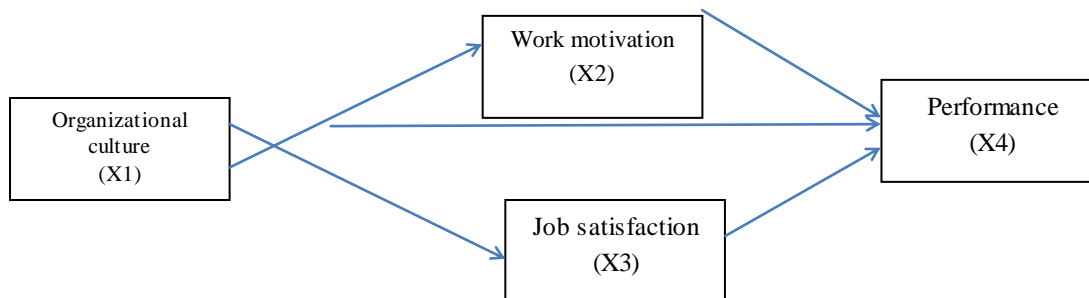
$$W < X^2_{(df;\alpha)}$$

Where  $df$  is the degree of freedom  $d$ , and  $\alpha = 0.05$ .

Based on the results of the above calculations, there is no insignificant path coefficient, meaning that  $Q = 1$ , so it can be concluded that the proposed model has a perfect fit (the fit is perfect) with the data.

Based on the results of testing the first hypothesis to the fifth hypothesis, the empirical model of this study is shown in the following figure. Based on the results of testing the first hypothesis to the fifth hypothesis, the empirical model of this study is shown in the following figure.

The following image.



## 4.2 Discussion

The results of empirical tests conducted on the theoretical model of this study found that Lecturer Performance is influenced by the variables of Organizational Culture, Work Motivation, and Job Satisfaction. Likewise, the results of the path analysis model development indicate that the significant path coefficients are in accordance with the proposed hypothesis.

### a. Organizational Culture (X1) Directly Influences Work Motivation (X2)

Based on the results of hypothesis testing, it is obtained a significant path coefficient between Organizational Culture (X1) and Work Motivation (X2), namely Organizational culture (X1) has a positive direct effect of 50.6% on Work Motivation (X2) a lecturer at FBS Unimed.

These results are in line with Research conducted by Koesmono on Klumpu Bali Resort employees shows that organizational culture affects motivation and job satisfaction and employee performance.

The results of this study are relevant to several studies which show that organizational culture is associated with an increase in lecturers' work motivation. Efforts to develop organizational culture are of course directly related to lecturers' duties. The better the organizational culture, the better work motivation.

### b. Organizational Culture (X1) Directly Affects Job Satisfaction (X3)

Based on the results of hypothesis testing, it is obtained a significant path coefficient between Organizational Culture (X1) and Job Satisfaction (X3), which is equal to 0.288369.

This indicates that each one-unit increase in the organizational culture variable will increase the job satisfaction variable by 28.83%. This finding confirms that organizational culture directly determines job satisfaction and empirically proves that organizational culture affects how job satisfaction is.

The results of this study are relevant to the research results of Rani, Dewita and Teman (...) which state that organizational culture directly has a significant positive effect on satisfaction, work motivation, and innovative performance and behavior.

#### **c. Organizational Culture (X1) Directly Influences Performance (X4)**

Based on the results of hypothesis testing, a significant path coefficient between Organizational Culture (X1) and Performance (X4) is obtained, which is 0.220281. This indicates that each one-unit increase in the organizational culture variable will increase the performance satisfaction variable by 22.02%. This finding confirms that organizational culture affects how lecturer performance is. The results of this study prove that organizational culture can improve performance. Culture greatly affects the work atmosphere in the organization. Organizational culture is a daily manifestation of the underlying values and traditions. The organization will see how employees behave, employees' expectations of the organization and vice versa, as well as what is considered reasonable in terms of how employees carry out their work. has an impact on employee job satisfaction as well as on the level and quality of employee performance "). Furthermore, Robbins (2002: 24) states that organizational culture is an important tool in improving organizational performance.

#### **d. Work Motivation (X2) Has Direct Effect on Performance (X4)**

Based on the results of hypothesis testing, a significant path coefficient between Work Motivation (X2) and Performance (X4) is obtained, which is 0.262219. This indicates that each increase in the Work Motivation variable by one unit will increase the Performance variable by 0.068. This finding confirms that Job Motivation directly determines Job Satisfaction by 26.22% and empirically proves that Job Motivation also affects how Job Satisfaction is.

The results of this study are relevant to Gouzali arguing, if employees do not have motivation, then employees will work without motivation (demotivation) such as decreased morale and passion, decreased work performance, frequent mistakes made by employees, growing dissatisfaction, decreased work productivity, and growing conflicts between employees.

#### **e. Job Satisfaction (X3) Has a Direct Effect on Performance (X4)**

Based on the results of hypothesis testing, a significant path coefficient between Job Satisfaction (X3) and Performance (X4) is obtained, which is 0.17759. This indicates that each increase in the one unit Job Satisfaction variable will increase the Performance variable by 17.75%.and empirically prove that Job Satisfaction also affects how Lecturer Performance

Wexley and Yukl (2005: 129) state that "job satisfaction is the way a worker feels his job. Job satisfaction is a generalization of attitudes toward work based on various aspects of the job. Job satisfaction is influenced by several aspects of work, including: wages / salaries, working conditions, supervision, co-workers, job materials, job security, and opportunities for advancement". Based on this statement, job satisfaction can be seen from various points of view, namely: (1) Expressions of feelings; (2) Employee benefits to meet needs; (3) Reaction in the form of action. This definition illustrates that many factors

influence and is influenced by job satisfaction. This happens because a sense of dissatisfaction will appear as attitudes and actions including in one's enthusiasm for work, people's concentration in work and others. Job satisfaction is not only related to working conditions, but personality also plays a role

## V. Conclusion

In this study, it can be concluded that the model proposed in this study has a perfect fit (the fit is perfect) with the data based on the results of testing the first hypothesis to the fifth hypothesis. Furthermore, Organizational Culture (X1) has a positive direct effect of 50.69% on Work Motivation (X2) for Unimed FBS lecturers as well as Organizational Culture (X1) has a positive direct effect of 28.83% on Job Satisfaction (X3) FBS Unimed lecturers, Culture Organization (X1) also has a positive effect of 22.02% on lecturer performance (X4) FBS Unimed, and Work Motivation (X2) has a positive direct effect of 26.22% on lecturer performance (X4) FBS Unimed and Job Satisfaction (X3) 17.75% direct positive effect on lecturer performance (X4) FBS Unimed.

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