

The impact of antecedent variable on lecturer' performance as mediated by work motivation

¹Kamaruddin Tone, ²Mursalim Umar Gani, ³Syamsu Nujum, ⁴Baharuddin Latief
¹(Alauddin State Islamic University of Makassar)
^{2, 3, 4} (Faculty of Economics/Muslim University of Indonesia)

ABSTRACT: *This study aims to examine and analyze the influence of organizational culture, competence, leadership, organizational commitment to employee motivation and the lecturer performance. Design of this study uses survey method with data collection in cross-section through a questionnaire. The sampling is done via stratified random sampling using 155 lecturers. Data analysis methods used in testing the hypothesis is Structural Equation Modeling (SEM). The results provide evidence that the competence and leadership and organizational commitment to give real effect to increase work motivation of lecturers. Good organizational culture cannot increase the motivation of lecturers. Organizational culture and organizational commitment is proven to improve the lecturer performance. Lastly high competence and good leadership and high motivation cannot improve the lecturer performance. The practical implications of the research that is necessary to change the behavior and management paradigm of the manager (Foundation) oriented attitude and professionalism, making changes towards the good of the organization's culture, competencies, leadership and organizational commitment to improve the motivation and lecturer performance. It takes an effort to minimize the mismatch between colleagues and among the academic community. Therefore, motivation and performance can be improved.*

KEYWORDS - *Organizational Culture, Competency, Leadership, Organizational Commitment, Lecturer Performance*

I. INTRODUCTION

Lecturer is an educator or a scientist whose job is to transform, develop, and disseminate knowledge, technology, and art through education, research, and community service. The condition requires lecturers to have academic qualifications, competency, and teaching certificate, mentally and physically healthy. In addition, they have to meet the other qualifications required in higher education unit as well as having the ability to realize the goal of national education (the Indonesian government, No. 15/2005 on Teachers and Lecturers Article 1, paragraph 2).

Lecturers are required to implement the Three Pillars of Tertiary Education (Tri Dharma Perguruan Tinggi) which includes Higher Education, Research and Community Service. Implementation of Three Pillars of Tertiary Education conducted by the lecturers at Kopertais Region VIII in South and West Sulawesi shows several problems, including; (1) Higher Education Curriculum at which is prevailing at the moment are still not responding to global challenges. The low level integration of curricular and extra-curricular activity causes inefficient, (2) hardware and software in Universities have been already inadequate to support quality education, (3) A weak level of coordination and integration between agencies which is responsible in education.

Lecturer performance in Kopertais (Coordinator College's Islamic religion) Region VIII in fact has not been optimal; it can be proven from the empowerment of lecturers that are not based on their competence either in pedagogical, personality, social, and professional competence which is the mandate of Act No. 14 of 2005 on teachers and Lecturers Article 7 paragraph 2.

Such demands resulted in a high performance. Lecturer performance assessment is a performance management process that begins with a series of performance planning preparation in the form of Target Work, then followed by benchmarking from the aspects of quantity, quality, time, and cost of each tasks. Implementation of Objective assessment is done by comparing the work realization of the targets set. Assessment is done by analyzing the obstacles of work implementation to get the feedback, preparing recommendations for improvement and determination of the valuation (the Indonesian Government Regulation, No. 46 of 2011). The average gains of Lecturer Kopertais Sulsebar Region VIII in 2014 amounted to 108.24%. A total of 66 IKU Kopertais Region VIII Sulsebar, 36 IKU (54, 55%) is satisfying, as many as 19 IKU's (28, 79%) is very good, 5 IKU (7, 58%) is in good performance, 4 IKU (6, 06%) is enough, and 2 IKU (3, 03%) is less.

Lecturer performance affects their contribution to the organization. It can be seen in the form of quality and quantity, output, cooperative attitude, long period of time and attendance at the workplace (Mathis & Jackson, 2002). Some factors that affect performance include competency and characteristic. Competency is one underlying characteristic of an individual or a person in achieving high performance. Characteristic appears in the form of knowledge, skills and attitudes to create individuals who have a high spirit of dedication in serving the community, always efficient, rational, transparent and accountable (Mathis & Jackson, 2002).

Another factor is the organizational culture, organizational culture is particularly important to address various issues in the development, changes and integration (Schein, 1992). In general, leadership of the organization includes the process of setting goals, motivating the followers and maintaining cooperative relations (Rival, 2005). The next is commitment. Organizational commitment can be defined as an orientation that shows the value of thinking and prioritizing the work (Porter *et al.*, 1974).

II. LITERATURE REVIEW

2.1. Organizational culture and Competency

In achieving its objectives, the organization must be based on solid pillars that form the structure, strategy and organizational culture (Griffin, 2004). Organizational culture is the most critical factor in the organization. Organizational effectiveness can be improved by creating a strong culture. Strong cultural organizations will have certain characteristics that can provide attraction for individuals to participate (Porter *et al.*, 1974). Culture is a complex composite of assumptions, behavior, stories, myths, metaphors and various other ideas. In addition, some understanding of organizational culture is important such as norms, attitudes, and beliefs, shared by members of the organization (Stoner & Freeman, 1996). Another view states that organizational culture can be based on; (1) Artifact: things that co exist to determine the nature of the culture. Artifact includes products, services, and even the behavior patterns of members of an organization, (2) Espoused Values: The reason given by an organization to support the way things are done, (3) Basic Assumptions: The belief that has been considered by members of an organization (Schein, 2004).

Competency becomes an important element in the individual to achieve organizational goals. Competence consists of the unique properties of individual expressed in the process of interaction in a social context. It is not only limited to the specific knowledge and skills. Thus competencies include attitudes, perceptions and emotions as well as the emphasis on personal interaction and social factors (Antonacopoulou & Gerald, 1996). Competence is defined as characteristics required by an incumbent in order to perform the task in a good manner. Competency can be based on knowledge, skills and behaviors that should be owned and internalized and mastered by lecturers based on academic qualifications, participation in various training, teaching experience, is able to perform learning and assessment planning supervision. Therefore, it is necessary to conduct a portfolio to lecturers who are competent in the field of education (Byars & Rue, 1997).

2.2. Leadership and Organizational Commitment

The ability of the leader in mobilizing and empowering will affect the performance of lecturers. The leader's effectiveness is influenced by the characteristics of the subordinate. Generally, leadership can be defined as the process influences to determine the purpose of the organization, motivating the behavior of followers, influence the interpretation of the followers, organizing activities to achieve the target, maintaining working relationships and teamwork, gaining support and cooperation from people outside the organization (Rival, 2005). Universally applicable leadership resulted in a high level of satisfaction and high performance (Robbins, 2006).

Organizational commitment is faithfulness in taking actions and decisions in accordance with the attitude as a basis of trust (David, 1994). Organizational commitment is the actualization of the organizational loyalty. This is accomplished through a willingness to try to be part of the organization, persist in the organization and proud to be part of the organization. Organizational commitment can be divided into several parts, among others: affective commitment: include sensitivity, pride, attachment and achievement. Normative commitment: includes disclosure feeling for working hard, allegiance, upholding the values of work and strive to excel as a natural manifestation of the commitment. Ongoing commitment gives life to the organization in order to have a future orientation (Allen & Meyer, 1996).

2.3. Work Motivation and Lecturer Performance

Work motivation is high willingness to carry out efforts to achieve the objectives of the organization. It is conditioned by the effort to meet the needs of a particular individual in accordance with the results of the work (Robbins, 1999). Two factors theory suggest that, (1) the motivation of individuals is a set of conditions that cause dissatisfaction among the members of the organization if these conditions do not exist. Conversely, if this condition do exist, then it is unnecessary to motivate members. (2) Motivation is a series of conditions, job satisfaction contained in the work. (Gibson *et al.*, 1997).

In the formal organization, the performance of employees in individual or group is dependent on their effort. Competence and motivation to demonstrate appropriate performance is expected to reach the target based on their position in the system (Bass & Avolio, 1990; Alimuddin, 2002). Performance is the result of the quality and quantity of work achieved by a person in performing their duties in accordance with the responsibilities given. Performance affects how many contributions to organizations such as: quality and quantity, output, cooperative attitude, duration and presence (Mathis and Jackson, 2002).

High performance can be explained by several variables in which there are sub-variables. This can be explained by the grouping of individual variables on the variable sub capability of skills, backgrounds and demographics. Sub-variables of abilities and skills are the main factors that influence the behavior and performance of individuals. Variables of ability and skill have indirect effects on the behavior and performance of individuals. Psychological variables consist of variables perception, attitude, dedication, learning, motivation. Psychological variables influenced by family, social degree, previous work experience and demographic variables. Psychological variables such as perception, attitude, personality, and learning are complex and difficult to measure (Kopelman, 1992; Gibson *et al.*, 1997).

III. RESEARCH METHOD AND VARIABLES ANALYSIS

This research is an explanatory research. The population in this study are lecturers of Islamic Universities in Kopertais Region VIII in South and West Sulawesi. The number of lecturers are included in the criteria is as much as 310 lecturers. Sampling was done by using Proportional Stratified Random Sampling (Uma Sakaran, 2000), to obtain a sample size of 155 lecturers with a questionnaire return rate of 100%.

3.1. Organizational Culture and Competency

Organizational culture is measured by six indicators covering professionalism; trust in co-workers, integrity, regularity, outcome orientation, and team orientation. Respondents characterized through orientation on the work with the highest mean value of 4.24 compared to 5 measurement of culture of other organizations. It can be explained that generally respondents stated strongly agree to the orientation at work, lowest contribution shown in the indicator regularity with a mean value of 3.98. Such conditions describes the habits of lecturers in work on a regular basis has not been demonstrated to the optimum, so it is essential to improve the habits of lecturers in order to work with on a regular.

Competence was measured by six indicators that included knowledge, skills, attitudes and behaviors, experience, personal character, and motivation. Competence indicator variable indicated the competence was simultaneously with an average score of 4.10. This value indicated the competence of lecturers in performing the tasks were quite good. The most important indicator in creating a high lecturer competency was shown in the indicator of experience with a mean value of 4, 20. So it can be explained that the difference in competence of attitudes, behaviors, knowledge and ability is very dependent on experience. Lowest indicators were the indicator of which showed 3.99, that the establishment of a high lecturer competency cannot be optimized. This is due to respondents' education level is still dominated by the Master degree levels.

3.2. Leadership and Organizational Commitment

Leadership was measured by six indicators include role models, intelligence, honesty, courage, integrity, and communication. Leadership variables simultaneously showed value answer scores in an average of 3.98. This indicates that respondents' perceptions of leadership are good enough. An important factor in creating a good leadership is determined through a role models leadership. In practice, the lecturer considered leadership as a managerial function at the college. This is evidenced by the mean of 4:12. The lowest indicator is shown on the intelligence of the leader that respondents consider that the intelligence of their leaders had had already well but it should be enhanced.

Organizational commitment is a psychological bond of individuals within the organization. Organizational commitment can include work engagement, loyalty, and trust in the values of the organization. Measurement of organizational commitment in this study consisted of six indicators, they are; affective commitment, normative commitment, continuance commitment, shared values, working with a target, and concern for the organization.

Organizational commitment was simultaneously demonstrating the value answer scores in an average of 3.99. The most important factor in improving lecturer commitment is an indicator of affective commitment with a mean value of 4:37. In carrying out the Three Pillars of Tertiary Education, lecturers have confidence that the position that is given is part of their responsibility. Lowest indicator derived by the indicator of caring the organization with a mean value of 3.68 responders. This is caused by a number of lecturers consider the institution as an additional workplace.

3.3. Work Motivation and Lecturer Performance

Work motivation is measured by six indicators covering; relations co-workers, compensation, career, work environment, the needs of affiliates, and self-actualization. Work motivation gives an average value of 3.89 which means that the work motivation of lecturers to be in the high category. Self-actualization needs contribute most to the average value of 4.08. This means that, in carrying out the Three Pillars of Tertiary Education, the lecturers used the capabilities and their potentials. The lowest indicator is shown on the indicator of compensation, with a mean value of 3.34.

Lecturer performance is the result of work that has been achieved. Lecturer's performance is measured based on six indicators covering; education and teaching, research, community service, supporting activities, creative work, and accountability. The most influential indicator is education and teaching with a mean value of 4.15. This indicates that education and teaching has been implemented properly. The lowest indicator was the research with a mean value of 3.81.

IV. VARIABLES RESULT

4.1. Goodness of Fit indices for structural equation modeling

The test results show that the model of the eight criteria for goodness of fit index has fulfilled the requirements of cut off point, as shown in the following Table:

Table 1.

Fit indices for structural equation modeling

Summary of criteria	Cut-off Value	Result of Test
<i>Chi-square</i> (df =379)	419.740	Small Non sig. (< 425.394)
<i>Probability</i>	0,073	≥ 0,05
<i>RMSEA</i>	0,028	≤ 0,08
<i>CMIN/DF</i>	1,107	≤ 2,00
<i>GFI</i>	0,868	≥ 0,90
<i>AGFI</i>	0,767	≥ 0,90
<i>CFI</i>	0,985	≥ 0,95
<i>TLI</i>	0,975	≥ 0,95

Referring to the principle of parsimony that if there are one or two goodness of fit criteria that have met the expected value, then the model can already be said to be good (Arbuckle & Wothke, 1999). Referring to the table, then the value of Chi-Square = 419 740 with a value of degree of freedom (df) = 379 and a probability of 0.073. Chi-Square results indicate that the null hypothesis stating the same model with empirical data. This means that it is in conformity with the results of the observation. The analysis of structural relationships and testing hypotheses are possible to be conducted.

4.2. The Influence of Organizational Culture on Work Motivation

Descriptive analysis showed that organizational culture through orientation variable indicator is worth 4.24. This means that lecturer had faith in their daily life and the fundamental values that are believed. Good educational institution is an educational institution that has the ability (oriented) in the work. Confirmatory factor analysis showed regularity of indicators that predominantly reflect the organizational culture variables with loading factor value of 0.813. Regularity of lecturers contributed 81.30%. Results of this study confirm that the organizational culture is always implementing Three Pillars of Tertiary Education on a regular basis.

The influence of organizational culture on work motivation proved the value of the standardized regression weight estimate of -0.192. Positive direction means a good organizational culture tends to increase the motivation of lecturers. In addition, it can be proved by the value of the critical ratio (cr) = 1.732 > 2.00 ($t_{critical}$) and a probability value of 0.083 < $\alpha = 0.05$. The test results prove that organizational culture has positive effect and not significant on lecturers motivation. The better the culture of the organization, the more positive influences on work motivation at the college. Nevertheless, the culture that developed is not being part of motivation. The establishment of a model of this study refers to the statement of organizational culture that is able shape the creation of commitments and uphold the values, norms and beliefs that have been agreed (Schein, 2005; Robbins, 2006). Results of this study rejected the findings that indicated organizational culture has positive and significant impact on motivation (Koesmono, 2005; Tolkah Mansur, 2009). Insignificant influence

of organizational culture on work motivation is caused by low confidence of lecturers to their colleagues, this is because generally the lecturers are relatively young, ranging from 37-41 years old. Lecturer at that age tends to be reluctant in receiving suggestions and criticism from another colleague.

4.3. Influence of Competency on Work Motivation.

Descriptive analysis produces the highest average scores on the variable competency of 4:20. This is shown in the indicator of experience. While knowledge is the indicator of variable with the lowest score, results of confirmatory factor analysis shows that the attitudes and behaviors that are owned by the lecturer will determine the competence of lecturers with value creation loading factor of 0.704. It is clear that in general the lecturers have sufficient working time, thus they have experience in carrying out the Three Pillars of Tertiary Education. Competence affect work motivation is evidenced by the value of the standardized regression weight estimate of 0.243. Positive direction means high competence enhances work motivation. In addition, it can also be proven by the value of the critical ratio (cr) = 2.398 > 2.00 ($t_{critical}$) and a probability value of 0,016 < α = 0.05. The test results prove that the competence of lecturers have positive and significant effect on work motivation on Islamic University lecturers in Kopertais region VIII. It can be concluded that the increased competence has positively change the direction and significantly increased motivation of lecturers. Thus, the hypothesis is supported by empirical facts.

Results of the analysis demonstrate that competency effect has positive and significant on lecturer's motivation. Lecturers of Islamic University have and uphold religious values in their daily lives, including in carrying out his profession. Results of this study indicate that a person who has a good level of ability in the form of knowledge, skills, behaviors and attitudes are able to contribute to the implementation of the tasks of the bureaucrats. Formation of the model in this study refers to the statement that in a human being there is the potential to be developed into a force in achieving the goal (Maxwell, 2008: 43). The potential and power possessed by human has become core competencies to achieve employee motivation (Habermas, 2006). This study supports the findings that state there is a real influence between competence and work motivation (Sanusi Hamid, 2010; Sosiawan Ma'mun, 2013).

4.4. Influence of Leadership on Work Motivation

The highest average value of the variable of role models leadership is shown in the indicator with a value of 4:12. Results of confirmatory factor analysis showed that the integrity possessed by lecturers becomes the determining factor of good leadership with the creation of value loading factor of 0.737. This is because the lecturers of Islamic University have a mandatory behavior, such a unique trait that they voluntarily establish a good relationship between the academic communities in carrying out the Three Pillars of Tertiary Education. Results of this study confirm the integrity of the lecturers who uphold Islamic values triggers improvements in the leadership. Leadership influence on work motivation can be evidenced by the standardized regression weight estimate the value of -0.322. Negative direction means good leadership tends to decrease work motivation lecturers, this was due to the low level of intelligence possessed by lecturers.

This can be evidenced by the value of the critical ratio (cr) = -2.607 > 2.00 ($t_{critical}$) and a probability value of 0.009 < α = 0.05. The test results prove that the leadership gives a negative and significant effect on work motivation. It can be concluded that the increase of good leadership has a negative and significant effect on work motivation. This is supported by empirical facts. The negative value is due to the demands of understanding and knowledge and mastery of the latest technology in implementing Three Pillars of Tertiary Education. Thus become an obstacle in meeting the demands in the world of higher education. As a result, the compensation they expect as the embodiment of their work is not optimal. Model of this study refers to the statement that a leader must have a high intellectual intelligence to understand the organization's internal and external issues (Davis, 1972). The effectiveness of leadership can encourage and develop the motivation and commitment of the individual (Robbins, 2006). Results of this research have similarities with the research conducted by Park *et al.* (2015) that the leadership significantly increases the motivation of individual work.

4.5. Influence of Organizational Commitment on Work Motivation

Descriptive analysis showed the highest average value in the variable organizational commitment at 4:37 for the indicator affective commitment. While awareness organization showed the lowest. Results of confirmatory factor analysis showed lecturers who work with the target have a value of loading factor of 0.792. The influence of organizational commitment to employee motivation can be evidenced by the value of the standardized regression weight estimate of 0.685. Positive direction means that the high organizational commitment tends to increase the motivation. In addition, it can also be proven by the value of the critical ratio (cr) = 3.812 > 2.00 ($t_{critical}$) and a probability value of 0.000 < α = 0.05. The test results prove that organizational commitment has positive and significant effect on work motivation of Islamic University lecturers Kopertais Region VIII.

Results of the analysis demonstrate organizational commitment has positive and significant effect on work motivation. It can be seen in their work period. They are loyal to the organization. Loyalty creates a good relationship among the academic community as evidenced by a conducive work environment. Model of this study refers to the statement that individual's commitment is shown through participation in goal achievement activity (Banks, 1963). Commitment is always in line with the objectives to be achieved (Jones & Taylor, 2015). The sustainability of commitment is faithfulness and loyalty (Quinn & Dalton, 2009). This study rejected the findings of this study that organizational commitment has no significant influence on employee motivation (Devi, 2009). Results of this study support the findings that prove that there is a real influence between organizational commitment to employee motivation (Sosiawan Ma'mun, 2013; Sanusi Hamid, 2013).

4.6. Influence of Organizational Culture on Lecturers Performance

Belief in the value of the customs in the respondents' organization represents the organization's culture. Orientation indicator shows the highest score by a mean of 4.24. This means that the work, the lecturer is required to the maximum. Results of confirmatory factor analysis showed regularity lecturer in work. This is the most important factor in building the organizational culture. This is indicated by the value of the loading factor of 0.813. The influence of organizational culture on the performance of the lecturer is evidenced by the value of the standardized regression weight estimate of 0.269. Positive direction means good organizational culture tends to improve the performance of lecturers. Moreover, it can also be proven by the value of the critical ratio (cr) = $2.125 > 2.00$ ($t_{critical}$) and a probability value of $0.034 < \alpha = 0.05$. The test results prove that organizational culture has positive and significant impact on performance improvement of Islamic University lecturer Kopertais Region VIII. The increase of organizational culture has a positive significant effect in increasing the performance of the lecturers, thus that finding can be supported by empirical facts. This study supports the finding that prove the organizational culture provide a real impact on improving the performance of individuals (Kusumawati 2008; Park *et al.*, 2015). The significant influence of organizational culture on lecturer performance is caused by regularity in the work culture.

4.7. Competence Influence on Lecturer Performance

High competence is reflected by the indicator of experience. The longer the work experience, the higher the competency. The value of the average score of 4:20 gives evidence in the high experience of the lecturers. Indicator attitudes and behaviors is the most dominant in confirmatory factor analysis with loading factor value of 0.704. Competence influence on lecturer performance can be evidenced by the value of the standardized regression weight estimate of 0.196. Positive direction means that the high competence tends to improve the performance of lecturers. In addition it can be proved by the value of the critical ratio (cr) = $1.506 > 2.00$ ($t_{critical}$) and a probability value of $0.132 < \alpha = 0.05$. The test results prove that competence has a positive and not significant effect on the performance of lecturers.

Results of this study reject the finding that the competence has a positive and significant effect on improving individual performance (Nurdin, 2014). This study supports the finding that every success is determined by the competence and performance (Hsu, 2008). Synergy of optimal results is a blend of competence and achievement of the performance (Antonacopoulou & Gerald, 1996). Assessment is reflected in the success of the work, competence and achievement of work (Spencer & Spencer, 2008). Competence in response of the lecturer is a representation of abilities, skills and knowledge of lecturers as well as attitudes and behavior that follow the establishment / improvement of competence.

4.8. Leadership on the Lecturers Performance

Descriptive analysis showed a high leadership is reflected through role models indicator with a score average of 4:12. Variable of leadership is integrity indicator which is dominant on confirmatory analysis with loading factor value of 0.737. Leadership influence on the lecturer's performance can be evidenced by the value of the standardized regression weight estimate of 0,039. Positive direction means good leadership tends to improve the performance of lecturers. In addition it can be proved by the value of the critical ratio (cr) = $0.255 > 2.00$ ($t_{critical}$) and a probability value of $0.799 < \alpha = 0.05$. The test results proved that leadership has a positive and not significant effect on the lecturer's performance.

The research model was constructed based on the assertion that a leader must have a high degree of intellectual acumen in understanding the organization's internal and external issues (Keith and Davis, 1972). The results support the finding that leadership is not real affects on the performance (Park *et al.* (2015). This research is also rejecting the findings that the leadership has a significant effect on performance (Brahmasari & Suprayetno, 2009). No significant influence of leadership on performance is due to the low courage of the lecturer.

4.9. Organizational Commitment on the Lecturers Performance

The highest average in the variables of organizational commitment in the descriptive analysis is at 4:37, referring to indicators of affective commitment, while awareness of organization is an indicator variable with the lowest score. The creation of a high organizational commitment lecturer at the confirmatory factor analysis is indicated by the value of the loading factor of 0.792. Meaning that the lecturers have a strong desire to defend and promote the organization. The influence of organizational commitment to the lecturer's performance can be evidenced by the value of the standardized regression weight estimate of 0.591. Positive direction means that the high organizational commitment tends to improve the performance of lecturers. Moreover, it can also be proven by the value of the critical ratio (cr) = 2.811 > 2.00 ($t_{critical}$) and a probability value of $0.005 < \alpha = 0.05$. The test results prove that organizational commitment has a positive and significant effect on the lecturer's performance of Islamic University at Kopertais Region VIII.

These results indicate that organizational commitment has no significant effect on the performance of the lecturer. This indicates that the commitment of a good leader will have an impact on performance improvement. This study rejected the findings stated that organizational commitment is not significant influence on the performance (Devi, 2009). The results of this study support the findings that prove there is a real influence between organizational commitments to performance (Sosiawan Ma'mun, 2013).

4.10. Work Motivation on the Lecturers Performance

Motivation is an impulse or desire of a person to necessity, both material and non material. Indicators of self-actualization needs obtain the highest value on the motivation variable with a mean value of 4:08. Indicators work environment is a dominant factor in the confirmatory analysis with value of the loading factor of 0.638 or 63.80%. Results of this study explained high work motivation is reflected in the work environments. In contrast, the smallest contribution is in the relationship with co-workers.

Work motivation on the lecturer's performance can be evidenced by the standardized regression weight estimate the value of -0.204. Negative direction means that the high motivation tends to degrade the lecturers performance. Moreover, it can also be proven by the value of the critical ratio (cr) = -1.279 > 2.00 ($t_{critical}$) and a probability value of 0,201 < $\alpha = 0.05$. This is because the Islamic University Lecturers have intelligence in the act that has not been good, thus they have not demonstrated an attitude to accept and acknowledge the advice and opinions of other academics. The model in this study refers to the statement that everyone in achieving the work is determined by intrinsic and extrinsic factors (O'Reilly & Caldwell, 1980). In achieving optimal results, every person needs to be motivated to expectations through the provision of esteem, valence, opportunity and Instrumentality (Vroom & Jago, 1988). This study rejects the findings of that motivation significantly influence performance (Koesmono, 2006).

V. CONCLUSION

Cultural organizations provide no significant effect on work motivation. This is caused by a lack of trust of lecturers to their colleagues. Generally, the lecturers are relatively young, ranging from 37 to 41 years old. So lecturer at that age tends to be closed in receiving suggestions and criticism from other academic community. Lecturers are also considered not focused in carrying out its functions, giving the impact of low achievement of the lecturer in carrying out The Three Pillars of Tertiary Education.

Competence has a positive and significant impact on work motivation. This is because the lecturer has a good attitude and behavior. Improvement of good leadership has negative direction and significant impact on work motivation. The value of the standardized regression weight estimate with the negative direction is because of the demands of understanding and knowledge and mastery of the latest technology. Organizational commitment has positive and significant effect on work motivation. This is because the lecturer has a high commitment to the organization. Factors that cause the significant influence of organizational culture on lecture performance is due the lecturer civilizing regularity that led to high performance.

No significant effect on the competence of lecturer performance caused by low intelligence lecturer. This can be seen in the educational qualification of lecturers predominantly in the Master degree; even 7.10% of them are still qualified in Bachelor degree that has the limitations. No significant effect of leadership on the performance is due to the lack of courage of lecturer in attitude and action.

Organizational commitment has a positive and significant effect on the lecturer's performance. It is caused by a lecturer at the College of Islamic Religion in Kopertais Region VIII have a strong commitment to their organization. This can be seen in their working lives that they become loyal to the organization. The increase of employee motivation has negative and not significant to the lecturer's performance. This is because the lecturers have not been good, so they have not demonstrated an attitude to accept and acknowledge the advice and opinions of other academics. Also based on interviews with the competent authorities, it has been found the fact that most lectures just take advantage of Islamic University as a place of temporary workplace before obtaining a desired job. It inhibits the creation of the lecturer's performance.

This study shows some limitations, that the study was only wearing a lecturer of Islamic Private Universities as the unit of analysis. This is a limitation in generalizing the findings. Measurement of study variables is based on the perception that is determined by the memory of respondents and assessment of themselves. So there is a tendency of bias in the measurement. Empirical analysis performed in this study using survey data to analyze the relationship at cross-sectional, while attitudes and behavior is something which is very dynamic. Therefore, to analyze the attitudes and behavior are required a longitudinal observation. Further research is needed to re-analyze the changing relationship between the variables examined in this study.

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