

## The Impact of Organizational Culture and Lecturer Competence on Organizational Commitment to Influence Lecturer Performance

I Komang Oka Permadi<sup>1</sup>, Tiara Carina<sup>2</sup>, I Wayan Sucipta Wibawa<sup>3</sup>  
Faculty of Economics and Business, Universitas Mahasaraswati Denpasar  
<sup>1</sup>e-mail: [okapermadi@unmas.ac.id](mailto:okapermadi@unmas.ac.id)

### Abstrak

Penelitian ini bertujuan untuk mengkonfirmasi dan menguji kembali pengaruh budaya organisasi dan kompetensi dosen terhadap kinerja dosen dengan komitmen organisasi sebagai variabel mediasi. Populasi dalam penelitian ini adalah 61 dosen. Sampel dipilih secara purposive sampling dan diperoleh sebanyak 45 orang. Hipotesis penelitian diuji menggunakan analisis jalur dengan aplikasi SmartPLS versi 3.2.9. Hasil penelitian menunjukkan bahwa budaya organisasi berpengaruh signifikan terhadap komitmen organisasi dan kinerja dosen. Kompetensi dosen berpengaruh signifikan terhadap komitmen organisasi tetapi tidak berpengaruh signifikan terhadap kinerja dosen. Demikian juga komitmen organisasi tidak berpengaruh signifikan terhadap kinerja dosen dan komitmen organisasi belum mampu memediasi budaya organisasi dan kompetensi dosen terhadap kinerja dosen.

**Kata Kunci:** Budaya Organisasi, Kompetensi Dosen, Komitmen Organisasi, Kinerja Dosen

### Abstract

The aim of this study is to confirm and re-examine the effect of organizational culture and lecturer competence on lecturer performance with organizational commitment as a mediating variable. The population in this study were 61 lecturers. Samples were selected by purposive sampling and a total of 45 people were obtained. Research hypotheses were tested using path analysis with the SmartPLS version 3.2.9 application. The research results showed that organizational culture has a significant effect on organizational commitment and lecturer performance. Lecturer competence has a significant effect on organizational commitment but does not have a significant effect on lecturer performance. Likewise, organizational commitment has no significant effect on lecturer performance and organizational commitment has not been able to mediate organizational culture and lecturer competency on lecturer performance.

**Keywords:** Organizational Culture, Lecturer Competency, Organizational Commitment, Lecturer Performance

## INTRODUCTION

University is an institution that has an important role in creating quality and highly competitive human resources. The quality of education produced by university highly depends on the performance of lecturers who have high organizational commitment. Therefore, it is important for university to pay attention to factors that can affect organizational commitment and lecturer performance. In this context, organizational culture and lecturer competence are very important factors to note. Organizational culture can influence the behavior and attitudes of lecturers in carrying out their duties in university, while the competence of lecturers is very important to ensure the quality of teaching and research produced by lecturers.

However, there are still many universities that have not seriously considered these factors. An unhealthy organizational culture that does not support lecturer performance can lead to a decrease in organizational commitment and unsatisfactory lecturer performance. In addition, the lack of attention to the competence of lecturers can also cause the quality of teaching and research produced by lecturers to be unsatisfactory.

Factors that can improve lecturer performance are organizational culture, lecturer competence and organizational commitment. Research conducted by (Khalili, 2014), (Abid Alvi et al., 2014), (Tumbelaka et al., 2006), (Aranki et al., 2019) and (Sarhan et al., 2020) concluded the results that organizational culture has a significant effect on organizational commitment. In contrast to research conducted by (Logahan & Aesaria, 2014) concluded the results that organizational culture has no significant influence on organizational commitment.

Studies that links organizational culture with lecturer performance are research conducted by (Setyadi & Sriekaningsih, 2015), (Rantesalu et al., 2016), (Soomro & Shah, 2019) and (Sundararajan et al., 2020) which concluded the results that organizational culture has a positive and significant effect on lecturer performance, but research conducted by (Kirimanop et al., 2020) and (Prahiawan & Ramdansyah, 2021) concluded that organizational culture shows an insignificant effect on employee performance.

Another major determining factor in improving lecturer performance besides organizational culture is the competence of the lecturers. Competent lecturers will be able to manage their classes better, hence that student will have optimal learning outcomes ((Musafiri et al., 2016); (Irawati et al., 2016)). Several studies link competence with lecturer performance, including research conducted by (IWG Sarmawa et al., 2015), (Hairuddin et al., 2017), (Anwar & Aima, 2019), (Manurung, 2020) and (Amin, 2022) concluded that competence has a positive and significant effect on lecturer performance. In contrast to the research conducted by (Kawangung et al., 2020) concluded that competence has no significant effect on performance.

Previous studies have found the effect of competence on organizational commitment, such as research conducted by (Suantara et al., 2020), (Sumarsi & Rizal, 2021) and (Aryani et al., 2021) which concluded that competence has a positive and significant effect to organizational commitment. However, research conducted by (Yamali, 2018) and (Ngatimun et al., 2021) concluded that competence has a partially insignificant effect on organizational commitment.

Several other studies have also linked organizational commitment to lecturer performance, such as research conducted by (Anggapradja & Wijaya, 2017), (Gunawan et al., 2017), (Hidayah & Tobing, 2018) and (Azmi et al., 2020) which concludes that there is an effect of organizational commitment on employee performance. In contrast, research conducted by (Rembet et al., 2020) and (Pitaloka & Putri, 2021) concluded that organizational commitment has no significant effect on employee performance.

As an educational institution in the field of health, Sekolah Tinggi Ilmu Kesehatan Wira Medika Bali cannot be separated from the problem of managing human resources which are considered an important asset in improving performance. Lack of work-time optimization is a major factor in the Sekolah Tinggi Ilmu Kesehatan Wira Medika Bali teachers' poor performance. Besides that, initial observation shows that there are still some lecturers who do not understand the importance of organizational culture and how to apply it properly. It is also found that there is a problem in emotional

relationship between leaders, lecturers, and students. These problems are likely to occur due to several factors, including lecturers who are still lacking in their profession as a whole in developing their own quality as educators which makes lecturers indirectly do not update their knowledge and competencies. Referring to the phenomena and gap in some research results, this study aims to confirm and re-examine the influence of organizational culture and lecturer competence on organizational commitment to influence lecturer performance.

## METHODS

Quantitative methods are used in this research. Primary data were obtained and collected for this research directly from the source. The population in this study were all lecturers at Sekolah Tinggi Ilmu Kesehatan Wira Medika Bali, which consists of 61 people. A total of 45 lecturers were chosen using a non-probability sampling method and a purposive sampling technique as the sample selection method for this research. This research used a purposive sampling technique to get a representative sample according to predetermined criteria. The selection of research samples is presented in Table 1 below:

**Table 1. Selection of Research Samples**

Research Sample Selection Criteria	Total
All STIKes Wira Medika Bali Lecturers	61
STIKes Wira Medika Bali Lecturers without NIDN	0
STIKes Wira Medika Bali Lecturers with NIDK	13
STIKes Wira Medika Bali Lecturers with "Tenaga Pengajar" status	3
Total Samples	45
Total Respondents	45

Source: processed data, 2022

Research hypotheses were tested using path analysis with the SmartPLS version 3.2.9 application. The results of the data analysis are interpreted based on theoretical and empirical studies, then compiling conclusions and providing some thoughts which can later be used as material for consideration and suggestions for further research.

## RESULTS AND DISCUSSION

### **Goodness of Fit ( $R^2$ ) Test Results**

There are two constructs in this study, namely organizational commitment and lecturer performance.  $R^2$  values of 0.75, 0.50 and 0.20 describe strong, moderate, and weak (Hair et al., 2010; Henseler et al., 2009). The  $R^2$  value for the variable construct can be presented in Table 2 below.

**Table 2.  $R^2$  Value of Construct Variables**

Variable	Nilai $R^2$	Criteria*
Organizational Commitment	0.530	Moderate
Lecturer Performance	0.589	Moderate

Source: processed data, 2022

The  $R^2$  value of the organizational commitment variable construct is 0.530 which indicates that the influence model of organizational culture and lecturer competency is moderate. The construct value of the lecturer performance variable is 0.589 which indicates that the influence model of organizational culture, lecturer competence and organizational commitment is moderate.

### **Predictive Relevance ( $Q^2$ ) Test Results**

In addition, the predictive relevance test ( $Q^2$ ) was performed in conjunction with the Q Square test to evaluate the value of the overall determination coefficient. ( $Q^2$ ). If the q-square value is greater than zero, the predictive model is considered predictive pertinent; otherwise, the predictive model is considered less relevant. The calculation of  $Q^2$  is as follows:

$$Q^2 = 1 - \{(1-R_1^2) (1-R_2^2)\}$$

$$Q^2 = 1 - \{(1-0.530) (1-0.589)\}$$

$$Q^2 = 1 - (0.470) (0.411)$$

$$Q^2 = 1 - 0.1932 = 0.8068$$

Based on the calculation of the  $Q^2$  value, a result of 0.8068 or 80.68% is obtained which indicates that the resulting path analysis model is feasible to use for prediction. According to the value of 80.68%, the data's information can be explained by the research model, whereas 19.32% of the data's information can be explained by errors and other factors not considered in this study.

### **Direct Effect Test**

The next test is to test the direct effect between the variables studied. The test results can be presented in Table 3 below.

**Table 3. Direct Effect Test Results**

Path	Original Sample	Standard Deviation	T Statistic	P Values	Explanation
Org. Culture → Org. Commitment	0.573	0.107	5.375	0.000	Significant
Org. Culture → Lecturer Performance	0.423	0.172	2.463	0.014	Significant
Lecturer Performance → Org. Commitment	0.259	0.111	2.328	0.020	Significant
Lecturer Competence → Lecturer Performance	0.173	0.142	1.219	0.233	Not Significant
Org. Commitment → Lecturer Performance	0.295	0.188	1.571	0.117	Not Significant

Source: processed data, 2022

With a t statistic of 5.375 and a p value of 0.000, the test findings in Table 3 show that organizational culture variables have an important effect on organizational commitment. Organizational culture significantly influences lecturer performance with t statistic value of 2.463 and p value of 0.014. Organizational commitment is significantly influenced by lecturer competence, as indicated by the t statistic of 2.328 and the p value of 0.020. However, the lecturer competency variable showed no effect on lecturer performance with t statistic value of 1.219 and p value of 0.233.

Likewise, the organizational commitment variable shows that the results do not affect lecturer performance with t statistic value of 1.571 and p value of 0.117.

**Indirect Effect Test**

The next test that was carried out was to test the indirect effect between construct variables. This test was conducted to determine the role of organizational commitment in mediating the influence of organizational culture and lecturer competence on lecturer performance. Table 4 shows the results that the organizational commitment variable has not been able to mediate the influence of organizational culture and lecturer competence on lecturer performance with a significance value of more than five percent where the t statistic values are 1.411 and 1.354 respectively and the p values are 0.159 and 0.176 respectively so that organizational commitment variable is classified as a mediating variable.

**Table 4. Indirect Effect Test Results**

Path	Original Sample	Standard Deviation	T Statistic	P Values	Explanation
Org. Culture → Org. Commitment → Lecturer Performance	0.169	0.120	1.411	0.159	Not Significant
Lecturer Competence → Org. Commitment → Lecturer Performance	0.076	0.056	1.354	0.176	Not Significant

Source: processed data, 2022

**Relationship between Organizational Culture and Organizational Commitment**

The results of the direct effect test show that organizational culture has a significant positive effect on organizational commitment with t

statistic of 5.375 and p value of 0.000. The test results prove that the hypothesis is supported by the findings from investigations by (Khalili, 2014), (Abid Alvi et al., 2014), (Tumbelaka et al., 2006), (Aranki et al., 2019) and (Sarhan et al., 2020), which found a significant relationship between organizational commitment and culture. A stronger organizational culture will be able to increase lecturers' dedication to the organization, and the opposite is also true.

#### ***Relationship between Lecturer Competency and Organizational Commitment***

The results of the direct effect test showed that the lecturer competency variable had a significant positive effect on organizational commitment where the t statistic was 2.328 and the p value was 0.020. The testing findings show that the hypothesis is correct. This outcome is consistent with the results of (I Ketut Suantara et al., 2020), (Sumarsi & Rizal, 2021) and (Aryani et al., 2021), which came to the conclusion that competence has a favorable and significant impact on organizational commitment. Increased organizational dedication may be brought on by more competent lecturers, and vice versa.

#### ***Relationship between Organizational Culture and Lecturer Performance***

The direct effect test findings revealed that organizational culture significantly improves lecturer performance, with a t statistic of 2.463 and a p value of 0.014. The test results demonstrate that the hypothesis is accepted and supported by research by (Setyadi & Srikaningsih, 2015), (Rantesalu et al., 2016), (Soomro & Shah, 2019) and (Sundararajan et al., 2020), which came to the conclusion that organizational culture has a favorable impact on employee performance. The better the organizational culture applied by the institution will improve lecturer performance and vice versa.

#### ***Relationship between Lecturer Competency and Lecturer Performance***

According to the direct effect test findings, where the t statistic is 1.219 and the p value is 0.745, there is no statistically significant relationship between the lecturer competency variable and lecturer performance. The test's

findings show that the theory is unfounded. This finding is consistent with study by Kawangung et al. (2020), which came to the conclusion that lecturer competence has little bearing on employee performance. The effectiveness of lecturers is not significantly impacted by their skill.

#### ***Relationship between Organizational Commitment to Lecturer Performance***

The organizational commitment variable's direct effect test findings on lecturer performance revealed that there is no statistically significant influence, with a t statistic of 1.571 and a p value of 0.117. According to the test findings, the hypothesis is disproved. This outcome is consistent with research by (Rembet et al., 2020) and (Pitaloka & Putri, 2021) which found no evidence of a substantial relationship between organizational commitment and employee performance. The success of lecturers is not significantly improved by organizational commitment.

#### ***Mediating Effect of Organizational Commitment***

According to the analysis's findings, organizational commitment had no mediating impact on the relationship between organizational culture and lecturer competence and lecturer performance, with t statistics of 1.411 and 1.354 and respective p values of 0.159 and 0.176. These results indicate that the hypothesis is rejected. Organizational commitment has no mediating role according to statistical results.

#### **CONCLUSION**

The conclusion is that organizational culture at Sekolah Tinggi Ilmu Kesehatan Wira Medika Bali has a favorable and substantial impact on organizational commitment based on the discussion of research findings and theoretical and empirical studies. This indicates that the better organizational culture will be able to increase organizational commitment of lecturers. Lecturer competence has a positive and significant effect on organizational commitment at Sekolah Tinggi Ilmu Kesehatan Wira Medika Bali. This suggests that higher levels of lecturer proficiency will be able to boost organizational dedication. Organizational culture

has a positive and significant effect on the performance of lecturers at Sekolah Tinggi Ilmu Kesehatan Wira Medika Bali. This suggests that the institution's organizational culture will be able to enhance lecturers' performance to a greater extent. Lecturer competence has no discernible impact on lecturer performance at Sekolah Tinggi Ilmu Kesehatan Wira Medika Bali. This suggests that the level of competence held by lecturers does not significantly affect how well they perform. Organizational commitment has no significant effect on the performance of lecturers at Sekolah Tinggi Ilmu Kesehatan Wira Medika Bali. This suggests that whether a company is more committed or less committed will not affect how well lecturers perform. The relationship between organizational culture and lecturer competency and lecturer success is not mitigated by organizational commitment. Further studies are advised to make use of several comparable institutions and be able to alter the research model by including or creating indicators or other variables in order to explain a wider meaning.

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