The Influence of Organisational Culture and Work Ethic on Lecturer Performance: The Mediating Role of Competency

by Hendra Rustantono

The Influence of Organisational Culture and Work Ethic on Lecturer Performance: The Mediating Role of Competency

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This research aimed to analyse and explain the direct and indirect influences of organisational culture and work ethic on lecturer competency and performance. The research sampled 72 respondents at the Universitas Islam Raden Rahmat. The sampling technique was saturated samples and the analytical method used path analysis with SPSS 21 software. The results show that the respondents' responses to the organisational culture, work ethic and competency agreed with each other. The results of hypothesis testing prove that the organisational culture was applied properly. Work ethic could improve competency and indirectly improve lecturer performance. Competency becomes a top priority in completing job responsibilities. Competency has an intervening role for organisation culture and for work ethics for lecturer performance, both having very high significance values.

Key words: *Lecture Performance, Organisational Culture, Work Ethic, Competency.*

Introduction

An organisation is a system of parts that mutually influence each other. If one of the sub-systems is corrupt, it will influence the others. The system can only run properly if the individuals in the organisation are able to obey, feel empathy for one another and do their jobs responsibly. Moreover, the organisation determines and classifies the work that should be conducted, assigns and delegates the authority and invites people to work together effectively in achieving its objectives (Arifudin, et. al., 2018).

Human resources are a strategic element in determining whether an organisation is healthy or not. Human resource development can be understood as preparing each employee to take on different responsibilities or a higher position in the organisation. The development is usually associated with the increased intellectual or emotional ability that is required in order to perform the job better. Human resource development should be based on the fact that every employee needs development of their knowledge, skills and abilities so that he or she is enabled to work well.

Just as every individual has a different character from one another, so too does each organisation. In addition, every culture around the world has its own values and norms that guide its society and its organisational cultures. To simplify, it is enough to say that every organisation has its own culture which guides how the members of the organisation act. By acknowledging the characteristics of the organisation, the employees are familiar with the organisation's culture. It should be also supported by a professional work ethic, which is a key part of the road to success. Without this, employees perhaps easily develop lack of motivation, progress, achievement and productivity. Employees who have a good work ethic reflect it in their behaviour, such as by working hard, being fair, productive, having high working standards, and a willingness to cooperate and respect co-workers.

Moreover, the competency factor also can influence employee performance improvement. An employee placement process based on properly based competencies will greatly determine the creation of maximum performance. Therefore, the competency factor must be considered as criteria in the organisation, since it will have a positive impact on the improvement of both individual performance and the organisation/group itself. This is because a competency is a basic characteristic of a person (individual) that influences their way of thinking and acting and how they make generalisations to all situations faced (Ruky, 2006).

The above explained concept has become an important point that needs to be studied at the Universitas Islam Raden Rahmat, Malang, Indonesia. Thus, the questions asked by this study are as follows: 1) do organisational culture, work ethic and competency influence lecturer performance? 2) does the organisational culture influence lecturer performance through lecturer competency? 3) does the work ethic influence lecturer performance through lecturer commitment?

Review of Related Literature

Rohi, et. al. (2018) define an organisational culture as an assumption, rule and procedure as well as a mutual trust that interacts with the people, structures and systems of an organisation, to generate behavioural norms.

The organisational culture is the Code of Conduct for the employees in a company. Ivancevich et al. note that organisational culture is what is perceived by the employees, and that perception creates a pattern of beliefs, values and expectations (Mullin, 2005). Robbins defines organisational culture as a system of shared meaning that is believed by the members and distinguishes the organisation from other organisations (Robbins, 1996; Robbins, 2005). Robbins (2005) suggests seven primary characteristics of an organisational culture: 1) innovation and risk-taking; 2) attention to detail; 3) outcome orientation; 4) people orientation; 5) team orientation; 6) aggressiveness; and 7) stability.

Spreitzer et al. state that the work ethic is a set of positive work behaviours that are rooted in strong cooperation, a fundamental belief and a total commitment to the integral work paradigm (Spreitzer, et. al., 1997). John and Scott state that the work ethic is a fundamental attitude for the personality and the world that is reflected by life (John & Scott, 2002). According to Mathis and Jackson, the work ethic is a totality of self-personality in work and the way to express, observe, believe and give the meaning to something, which drives people to act and achieve the optimal charity (Mathis, et. al., 2006).

The work ethic has functioned as a working concept or paradigm shift that is believed by a person or a group of people to be proper and correct and is embodied in their work behaviour characteristics. Spreitzer, et. al (1997) argue that every human being has a spirit of success, which is a pure motivation to achieve and enjoy success. The spirit itself embodies such behaviour characteristics as hard work and discipline, and being careful, diligent, rational and responsible. This behaviour characteristic then transforms into positive working, being creative and productive. Spreitzer, et. al (1997) simplifiy the theory into four main pillars that are precisely responsible for sustaining all kinds and sustainable success system at all levels. They are termed the "Catur Dharma Mahardika", which means the four major parts of the key of success, and these are formulated into eight aspects of the work ethic: 1) work is grace; 2) work is mandated; 3) work is a calling; 4) work is an actualisation; 5) work is worship; 6) work is an art; 7) work is honour; and 8) work is service.

Competency is a basic characteristic of someone that possibly can be applied with a superior performance in doing a job (Shahzad, 2014; Subagyo, et. al. 2014). According to Rahman, et. al. (2017), competency has the following elements: skill, knowledge, self-concept, self-image, trait and motivation levels. Competency produces an effective performance and/or a superior one. Regarding motivation and performance, Winardi (2004) says, "When motivation is low, the performance of the employees will decrease as they look like they have a lower ability." Competency is the basic character of a person, which indicates a way of behaving or thinking and is applied in a very broad range of situations and persists for a long time. The five types of competency characteristics consist of 1) knowledge; 2) skill; 3)

concept; 4) personal characteristics; and 5) motivation. Sapada et al. (1994) state that competency covers: 1) technical competence, that is the knowledge and skill to achieve the results that have been agreed, the ability to think through the problem and look for new alternatives; and 2) conceptual competence, the ability to observe in broad scope and to test a variety of methods and to control and change the perspective. Finally, civil servant competencies cover 1) technical competence; 2) managerial competence; 3) social competence; and 4) intellectual / strategic competence.

Performance is the result or the overall success rate of a person in conducting a task during a certain period with a wide range of possibilities, such as work output standard, targets or goals or criteria that have been set and agreed upon first (Simamora, 2007). To Hersey and Blandchard, cited in Simamora (2007), performance is a function of motivation and ability. Successful goal achievement involves a set of key indexes of individual performances, namely: (a) personal tasks; (b) personal behaviour; and (c) personal characteristics (Robbins, 2005). Performance is the result of the quality and quantity of work accomplished by an employee in conducting his or her duties in accordance with the given responsibilities (Mangkunegara, 2016). To Notoatmodjo, performance is what can be done by a person in accordance with his or her duties and functions (Notoatmodjo, 2009). Mangkunegara (2016) suggests that performance indicators consist of 1) work quality; 2) work quantity; 3) task implementation; and 4) responsibility.

Research Methods

This research uses the survey approach. The location of the research was the Universitas Islam Raden Rahmat, Malang, Indonesia. The sampling technique was saturated sampling with all 72 lecturers as the respondents. The types and sources of data were: primary data, that is, data obtained directly through an interview with the respondent or from the questionnaires that had been compiled and distributed to the respondents, and; secondary data, data collected from other parties which are complementary to the primary data.

The dependent variable consisted of organisational culture and work ethic, the intervening variable consisted of competence, and the dependent variable was lecturer performance. Organisational culture is the systems, norms, rules, beliefs and mutual expectations used as indicators of measurement of organisational culture. The definition of work ethic used here is the character of a person or a group of people who have the intention or desire to work and have high motivation to achieve their future goals (Spreitzer, et. al., 1997). The indicators used were: 1) work is grace, 2) work is a calling, 3) work is actualisation, and 4) work is service. Competence is defined here as a basic characteristic of people who indicate a way of behaving or thinking, which applies in very broad situation and persists for a long time. The five types of characteristics used as indicators of measurement of competence consisted of: 1)

knowledge; 2) skill; 3) concept; 4) personal characteristics; and 5) motivation (Subagyo, et. al., 2014). Lecturer performance was determined by using the achievement of the task implementation and the Functional Behavioural Assessment Checklist for Employees (FBACE), with the following attributes: loyalty, performance, responsibility, obedience, honesty, cooperation and initiative. The measurement scales for measuring the statements of indicators/items of this research were used a Likert scale with 5 (five) alternative answers, namely: 1) strongly disagree; 2) disagree; 3) neutral; 4) agree; and 5) strongly agree.

Two concepts exist for measuring data quality, which are reliability and validity. A validity test was conducted by correlating the score of the obtained answers on each item with the total score of the overall items. According to Sugiyono, the instrument is considered valid if $r>0.3$. If the correlation between the point and the total score is $r<0.3$, then the point in the instrument is declared invalid. A reliability test is the internal consistency reliability measurements, found by calculating the alpha coefficient (a.) If the Cronbach alpha is greater than 0.6, the research data are considered good enough and reliable to be used as input into the process of data analysation (Malhotra, 1995).

Based on the results of the tests, the data were declared valid and reliable, therefore the instrument items were continued for the next measurements. The Inferential Statistics examined the influence of lecturer performance variables, testing the formulated hypothesis in this research. The analysis model was the Path Analysis method, using the Statistical Package for Social Science for Windows (SPSS) 21.

Results and Discussion
Path Analysis Study Model

The research results met the assumption tests of path analysis with a term of BLUE (Best Linear Unbiased Estimator). The path analysis of the first phase by using SPSS 21 was as follows:

Figure 1. Path analysis model
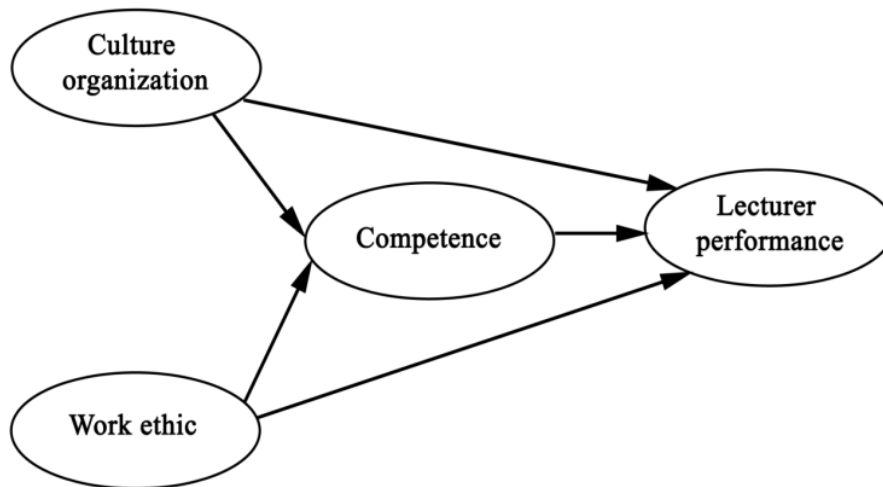
Hypothesis Test 1

The first hypothesis: there were the direct significant influence and the recapitulations of the first phase path calculation, or analysis of the influence of organisational culture and work ethics on the lecturer competence at the Universitas Islam Raden Rahmat. The path analysis of the first phase by using SPSS 21 is as follows:

Table 1: Recapitulation results of analysis path of first phase

Dependent variables	Independent variables	Beta	t	Sig.	Note
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: Processed Primary data, 2019

Based on statistical calculation results of path analysis of the first phase in Table 1 above, the results obtained are as follows:

1. Organisation culture had a direct significant influence on the lecturer competence, with the t-value's significance of p = 0.027.
2. Work ethic had a direct significant influence on the lecturer competence variable, with the t-value significance of p=0.031.

Therefore, it can be concluded that there were direct significant influences of the organisation culture and of work ethic on the lecturer competence at the Universitas Islam Raden Rahmat. Ha is accepted (H_0 is rejected).

Hypothesis Test 2

The second hypothesis states that there were direct and indirect significant influences as well as the recapitulations of the second-phase path calculation, or analysis of the influence of organisational culture and work ethic on the lecturer performance through lecturer competencies at the Universitas Islam Raden Rahmat. The path analysis of the second phase by using SPSS 21 is as follows:

Table 2: Recapitulation results of path analysis of second phase

Dependent Variables	Independent Variables	Beta	t	Significant	Note
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				

Sources: Processed primary data, 2019

Based on statistical calculation results of the path analysis of the second phase in Table 2 above, the obtained results are as follows:

1. The organisational culture had direct and indirect significant influences on lecturer performance through lecturer competence (significance of t-value: p=0.013).
2. Work ethic had direct and indirect significant influences on lecturer performance through lecturer competence (significance of t-value: p=0.019).

Therefore, based on the test results of the second phase, it can be concluded that there were direct and indirect significant influences between organisational culture and lecturer performance through lecturer competence. Ha is accepted (H_0 is rejected).

Hypothesis Test 3

The third hypothesis states that there was a direct significant influence between lecturer competence and lecturer performance. The hypothesis test results of the third phase were

obtained from the hypothesis test of the second phase. Based on the results of statistical calculations on the path analysis of the second phase above, the obtained results are as follows: competence had a direct significant influence on the lecturer performance, with a t-value significance of p=0.003.

Thus, it can be concluded that the third hypothesis is accepted (H_0 was rejected), and there was a direct significant influence between the competence and the lecturer performance.

Path analysis can be performed by identifying the path coefficient on each line from trimming theory. The coefficient has a direct influence which is equal to the regression technique by using the p-value and t-test. In order to obtain a model that is supported by empirical data, the path is not significantly discarded. The indirect influence of the path coefficient can be obtained by multiplying the path coefficient between the modelled variables.

Path Analysis of the First Phase

Based on the path analysis of the first phase, there was a direct significant influence of organisational culture and of work ethic on lecturer competence. The organisational culture path is called as $PY_1.X_1$ path, with the path coefficient value (PY_1) of 0.786, and a t-value significance of p=0.027. It shows that organisational culture had a significant influence on the lecturer competence, with a t-value significance of p=0.027.

The path of work ethic variable to competence is called the $PY_1.X_2$ path, with a path coefficient PY_1 of 0.661, with a t-value significance of p=0.031. This shows that the work ethic occurring in the had a significant influence on competence (t-value significance p=0.031). As seen graphically in the following figure, the path relationship model testing of the first phase had a direct influence from organisational culture and from work ethic on lecturer competence:

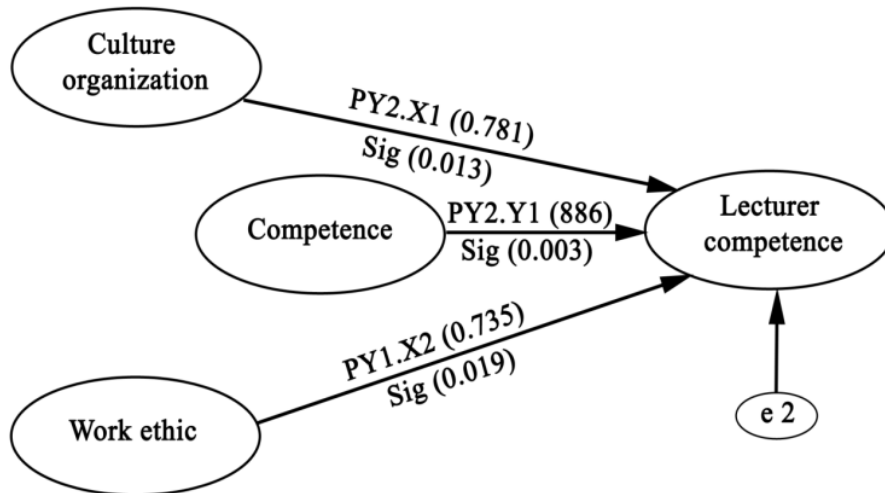**Figure 2.** Path analysis model of first phase
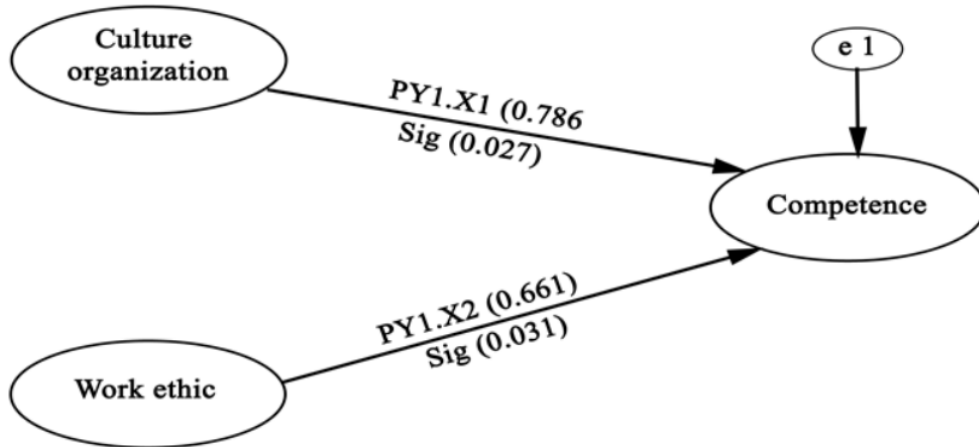
The determination coefficient (R_2) for the structural equation path was 0.892. This means that the magnitude of the variation or diversity of data that could be explained by the model was 0.892 (89.2%), meanwhile the remaining error was 10.8 (10.8%). Or, in other words, the data contained information of (89.2%) that could be explained in the model, and the rest of the value (10.8%) was explained by other variables (which were not yet included in the model) and error, or in other words, the contribution of organisational culture on competence.

Path Analysis of the Second Phase

Based on the path analysis of the second phase, there were direct and indirect significant influences between the organisational culture and work ethic through competency. The path of organisational culture to lecturer performance variable is called the $PY_2.X_1$ path, with the path coefficient value (P) being (0.781), and t-value significance was p=0.013, which shows that organisational culture had direct and indirect significant influences on the lecturer performance. The path of work ethic to lecturer performance variable is called the $PY_2.X_2$ path, with P-path coefficients of 0.735 and a t-value significance of p=0.019. This shows that the work ethic had a direct and indirect significant influence on lecturer performance.

The direct and indirect significant influence of organisational culture on the lecturer performance variable through work competence is shown in the following figure:

Figure 3. Path analysis model of the second stage

Equation model for the path analysis of the second phase is:
$Y_2 = 0,781.X_1 + 0,735.X_2 + e_1$

Based on the determination coefficient, (R-$_{square}$) for the structural equation was 0.986. This means that the magnitude of the variation or diversity of data that could be explained by the model was 0.768 (76.8%), with a remainder of 23.2 (23.2%). In other words, the data-contained information was (0.768%), which could be explained in the model, and the remaining value (23.2%) was explained by other variables (which are not yet included in the model) and error or organisational culture and work ethic had an influence on the lecturer performance.

Final Model

Based on the path analysis of the first phase, it was known that the direct path relationship of organisational culture and of work ethic had an influence on lecturer performance through competency. Therefore, the figure of the final model after reorganising is as follows:

Figure 4. Final model
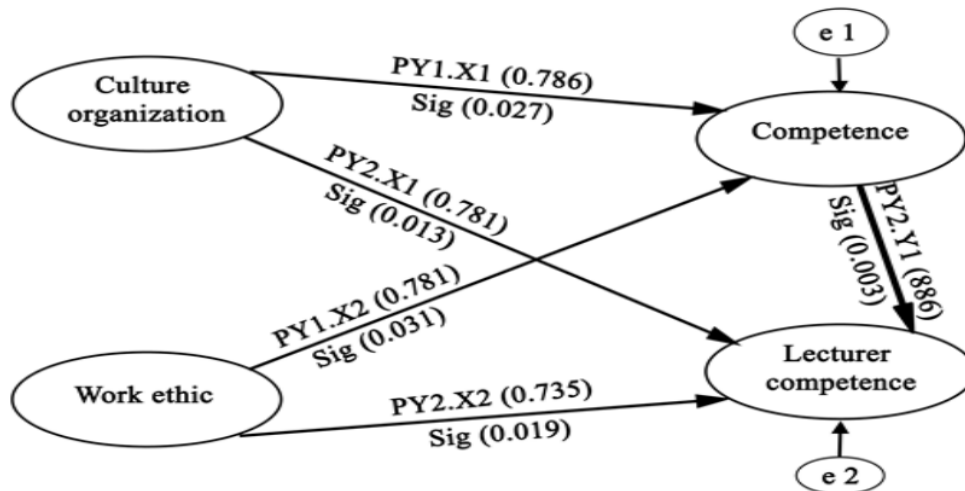
Direct Influence

Based on the path analysis of the first phase and of the third phase, their direct influence could be seen through the magnitudes of the path coefficient (Pz), which are as follows:
1. The path of organisational culture to the competency, called $PY_1.X_1$, was 0.786.
2. The path of work ethic to the competency, called $PY_1.X_2$, was 0.661.

Indirect Influence

Based on path analysis of the relationship model of the first phase and indirect influence of path analysis of the second phase are as follows:

1. Organisational culture to lecturer performance through competency is called an indirect influence. The magnitude of this path relationship of indirect influence could be calculated by multiplying the value of direct relationship path coefficient of organisational culture with the competence, or $PY_1.X_1$ with the coefficient of direct influence to the performance of lecturer performance or $PY_1.Y_2$. Thus, the magnitude of the indirect influence of organisational culture to PY_2 through competency was $PY_2.X_1$ x $PY_1X_2 = 0768$ x $0,781 = 0.6139$.
2. The work ethic variable to lecturer performance through competency variable is called an indirect influence. The magnitude of the path of this indirect influence could be calculated by multiplying the value of the path coefficient direct relationship to the work ethic of work competence or $PY_2.X_1$ with coefficient direct relationship to the

performance of lecturer performance or $PY_2.Y_1$. Thus, the magnitude of indirect influence to PY_2 through Y_1 was $PY_1.X_2$ x $PY_2.Y_1$ = 0.661 x 0.735 = 0.4858

Influence of Organisational Culture on the Lecturer Performanc

The research results showed that organisational culture influenced and had a direct positive effect on competence, with a significance value of p=0.027, and has influenced indirectly a positive significant effect on lecturer performance through competencies with a significance value of p=0.013. The research results show that the indication of organisational culture covered the formality of the workplace, and structured, work procedures become the terms of reference in working; a leader is the coordinator and regulator; the main and long-term goal of the efficient performance; the successful criteria is based on reliable results, good scheduling and efficient cost, which is entitled and interpreted by all elements of the organisation, influenced the lecturer performance.

Those indications of organisational culture elements were referred to, respectively, as working patterns and a work activities–based assumption that was developed and applied in the organisation. Operationally, the lecturer's organisational culture at the has been applied comprehensively in terms of: an adequate and good workplace; lecturers' work based on procedure; the leader had coordinated and set the office's management; and efficient work plan, the achievement of best quality performance, in time work achievement, the leaders encouraged lecturers to be efficient; to have clear and measurable targets, the achievement of the maximum performance being the employees' responsibility. In order to encourage maximum performance achievement, the lecturers at the Universitas Islam Raden Rahmat devised a common understanding among officials about how the organisation and how its employees should behave.

The research results reveal basic assumptions that were found or developed by the lecturers to solve problems, adapt to the external environment and to integrate into the internal environment. Principally, the implementation of the organisational culture concentrated on behaviour or on the process of the employees in performing their duties, which not only solely focused on the employee and personal factors but also on the factor of how individuals or groups of employees, work. Thus, the factors, assumptions and dimensions embraced organisationally, which focus on internal orientation and in the interest of the organisation integration, external orientation differentiation of interest to the organisation and orientation that focuses on stability and control flexibility as well as freedom, eventually created the characteristics of lecturer work patterns. The overview of the facts of organisational culture implementation was justified, as the perspective was to understand the individual behaviour or groups of lecturers in connection with their work, so that it could improve lecturer performance both directly and indirectly through the lecturer competence.

The descriptive calculation results justified the facts that they illustrated: the majority of lecturers had worked for more than five years. This condition illustrated that the majority of the lecturers had interpreted the systems, norms, rules, beliefs and mutual expectations which created the character/behaviour within the organisation. The research results explain that the meaning of the values and assumptions of: an adequate and good workplace; lecturers working based on procedure; the leader coordinating and setting the office's management; an efficient work plan; the achievement of best quality performance, in time the work achievement had been interpreted as a strong and comprehensive and supported by togetherness of individual employee and the intensity or degree of employee commitment. The research results were in line with the opinions of Ivancevich et al., cited in Mullin, which state that organisational culture is what is perceived by employees and how the perception creates the pattern of beliefs, values and expectations (Mullin, 2005).

The research results prove that the implementation of organisational culture acted as a guideline for the individual and collective behaviour of lecturers, influencing the loyalty of employees, work performance, responsibility towards work/basic tasks, obeying the rules, honesty, cooperation (teamwork), and initiative/working innovation, which were indicators of lecturer performance. The research results were consistent with the research results of Anton, which show that the influence of organisational culture, leadership and competence had a significant influence on employee performance (Anton, 2008). The research results supported the research results, which show that organisational culture influenced employee performance in some financial business units (Oshagbemi & Hickson, 2003).

Influence of Work Ethic on Lecturer Performance

The statistical test results show that the work ethic had a direct positive significant effect on competence (p=0.031) and influenced an indirect positive significant on lecturer performance through competencies (p=0.031). Thus, the hypothesis was accepted. This shows that the indicators/items of working sincerely, working with gratitude, work was done completely, the lecturer working with attention to detail, working with passion and responsibility, working as a lecturer is a media, respecting others' abilities, and giving opportunity to others, would increase lecturer satisfaction.

This research show that the work ethic applied by the lecturer was received very well by all employees. Thus, the application of a good work ethic would improve lecturer performance. Descriptively, the overall work ethic of the average respondent was very good, with a mean value of 4.32. This research showds that the implementation of the work ethic of the lecturers has had good effect, so the improvement of lecturer performance may be through the improvement of lecturer competence.

This research supports the previous research results, where their research results show that individual performance may be higher or lower according to the work ethic (Karauwa, et. al., 2015).

Influence of Competence on the Lecturer Performance

Based on the results of statistical tests, competency had significant positive influence on lecturer performance with the value of p=0.003. The hypothesis was accepted. This shows that competence, as indicated by the knowledge items: the work is done based on the owned knowledge; understanding the administrative system; and a good understanding in service systems at the workplace, would improve lecturer performance.

For the competence with skill indicator, the work that was done based on ability and skill would improve lecturer performance. Competence was indicated by the self-concept items: obeying social norms in conducting work, working following the applicable regulations. The indicator of a personal characteristic item was always a response to any condition in the workplace, given information in completing the job would improve the lecturer performance. For the competence with motive indicator item: using emotional self-control, and public interest in completing the job, would improve lecturer performance. Descriptively, respondents' responses on the lecturer competence variables were as follows. The average of respondents was stated as very well, as indicated by the mean value: 4,2. The results explain that lecturer competency would improve lecturer performance at the Universitas Islam Raden Rahmat.

This research rejected the research results of Adha and Ibrahim, entitled "Influence of Loyalty and Employee Competence on the Public Service Performance, Sub-district Office of Tambang," Kampar Regency (Adha, 2013). The research states that there was no influence given by the variable X (employee competence) to variable Y (Public Service Performance). The fact explained that the employee competence (variable X) did not have a significant influence on the public service performance (variable Y). This current research supports the research results of Ardiyansyah and Yanwar (2015), 'The Effect of Work Ethic on the Performance of Employees of PT. AE.', in which there was a positive influence on the variable Competence Service Quality Department of Population and Civil Registration Sidoarjo Regency. There are several factors that can influence a person's skill competencies, which are: beliefs and values, skills, rules of thumb, personality characteristics, motivation, emotional issues, intellectual ability, and an organisational culture that should be owned by the employees.

The competence which can be developed in order to improve employee performance, namely: knowledge which is referring to information and learning; skill, which is the person's ability to perform an activity; self-concept and value, value referring to attitudes, values and self-image; personal characteristics, referring to the physical characteristics and consistency of responses to situations or information; the motive, which is referred to the motivation, desire, psychological need, or impulse that is triggering the action.

Conclusion

Descriptively, the respondents' responses to the organisational culture stated agree, with a mean value of 3.91. The organisational culture with indicators: systems, norms, rules, beliefs, and mutual expectations, has influenced a direct positive significance on competence. The organisational culture has influenced an indirect positive significance on lecturer performance through competencies. Descriptively, the respondents' responses to the work ethic stated strongly agree, with the mean value of 4.32.

The work ethic with the indicators that work is grace, a calling, an actualisation and a service, has influenced an indirect positive significance on competence. The work ethic has influenced an indirect positive significance on lecturer performance through competencies. Descriptively, the respondents' responses on competence stated strongly agree, with the mean value of 4.21, and lecturer performance with the mean value of 4.11. The competence with indicators: knowledge, skills, concepts, personal characteristics and motives, was influenced significantly by the lecturer performance with the indicators of loyalty, work achievement, responsibility, obedience, honesty, cooperation and initiative.

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