Original Research Article

Boosting Lecturers Performance through Leadership Development and Organizational Culture

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Abstract: Lecturers are academics or educators at tertiary institutions or other higher education institutions. The main role of a lecturer is to convey the knowledge and experience of the lecturer to students through teaching in the classroom, guiding students in learning and research activities, and providing academic direction. In addition to teaching duties, a lecturer is also often involved in scientific research and development activities. The aims of this study are as follows: To analyze the influence of leadership and organizational culture on lecturer performance. The population in this study were all certification lecturers on campuses domiciled in Bekasi which are within the government higher education institutions and the sample of this study was 148 as many as 236 people. The research results show. ≤ 0.05 means that leadership and organizational culture have a positive effect on lecturer performance. Coefficient. *standardized regression weights,* for leadership of 0.225, organizational culture of 0.202, and competence of 0.296; significant leadership, organizational culture, and competence affect the performance of lecturers, thus the hypothesis is proven that leadership and organizational culture affect the performance of lecturers. Practical contributions recommend that with increased leadership, universities can provide training and leadership development to academic leaders or administrators. Effective leadership must be able to inspire, provide clear direction, facilitate good communication, and motivate lecturers to achieve organizational goals.
Keywords: Leadership, Organizational Culture, Lecturer Performance.

1. INTRODUCTION

Lecturers are academics or educators at tertiary institutions or other higher education institutions. The main role of a lecturer is to convey the knowledge and experience of the lecturer to students through teaching in the classroom, guiding students in learning and research activities, and providing academic direction. In addition to teaching duties, a lecturer is also often involved in scientific research and development activities. Lecturers can conduct research in the Lecturer's area of expertise, publish scientific articles, and contribute to the development of knowledge in certain disciplines. Besides that, lecturers can also be involved in community service by applying the knowledge and skills of lecturers in helping the community or industry in solving problems or providing useful services. Lecturers also have administrative roles in tertiary institutions, such as managing study programs or departments, being involved in making academic decisions and participating in academic and administrative committees.

On the side there are still other tasks that are also the main tasks and functions of lecturers such as research and community service as well as other supporting activities are included. This condition can be illustrated that if a lecturer teaches more than 20 credits, it means that the lecturer in question has almost no opportunity to develop his academic and professional competencies. Theoretically, two factors influence individual performance in organizations, namely personal factors and environmental factors (situations). Personal factors include general mental abilities, personality, capabilities, individuality, and skills. Situational factors include support and environmental and organizational situations perceived by individuals who are seen as facilitators for achieving effective performance.

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To support the successful performance of each lecturer, a leadership role is needed in a higher education institution. Prasetio *et al.,* (2015) put forward the results of their research, namely leadership influences performance. A natural leader is someone who can use power to influence the conduct of others in carrying out his work. Power is defined as the capacity to lead and influence subordinates over tasks that must be completed. According to Fatah (2013), the more sources of power a leader has, the greater the possibility for effective leadership. There are various types of leaders, there are formal leaders, namely those that occur because leaders rely on formal authority.There are also non-formal leaders, which occurs because leaders without formal authority succeed in influencing the behavior of others. The results of a different study by Bayram & Zoubi (2020) prove that leadership has an effect on employee performance which is mediated by motivation, but leadership directly hurts employee performance.

Effective leadership is greatly influenced by the leader's personality. Every leader must have personality traits that can help him achieve effective human relations with members of his organization. Many factors influence a company's success or failure, one of which is the leadership that exists within the business. Another opinion expressed by Noviyanti *et al.,* (2019) and Saputri & Andayani (2018) in their research results revealed that leadership does not affect individual performance. The phenomenon of leadership in private tertiary institutions that is visible is that there are no directives carried out by the leadership periodically in supporting the success of individual lecturers to carry out the three dharma to the fullest so that it will have an impact on the level of the rank of each lecturer in private tertiary institutions. Of course, this also has a long-term impact on the campus regarding the lecturer cadre ratio in the future.

A successful leader is one who can become a creator and motivator for his subordinates by building an atmosphere and work culture that encourages the growth and development of his subordinates' performance. To achieve the established goals, the leader might have a favorable impact on his subordinates to execute the work as directed. On the other hand, organizational culture factors have an important role in realizing the goals and objectives to be achieved. Organizational culture is about the subjective aspects of what happens in an organization or institution, such as values and norms that cover all or part of an organization's activities. Awadh & Alyahya (2013) presented their research findings, which claimed that varied values and beliefs based on the performance of their subordinates benefit the organization. Organizational culture can help people internalize shared relationships, which leads to better management of organizational processes. Productivity and organizational culture both contribute to improved performance. A positive association between culture and performance aids in the achievement of company goals. Different research by Syauta *et al.,* (2012) stated that organizational culture does not affect individual performance.

Both of these studies indicate the important role of organizational culture in supporting the achievement of organizational goals through the achievement of work targets of each individual inside it. This statement reinforces the phenomenon that occurs in higher education that in the application of organizational culture there are still campuses that have not set a roadmap for the direction of campus development for the next five to ten years. The vision and mission of each campus cannot be achieved optimally because the medium and long-term directions are not detailed. Based on the problems, the aims of this study are as follows: To analyze the influence of leadership and organizational culture on lecturer performance.

The theory that is employed in human resource management research. Human resource management (HRM) is defined by Dessler (2003) as the process of obtaining, training, evaluating, and rewarding employees, as well as attending to their labor relations, health and safety, and fairness concerns. Human resource management is a management function that is responsible for planning, organizing, directing, and controlling human resources in an organization. Human resource management (HRM) is concerned with the administration of employee-related tasks such as recruiting, selection, training and development, performance appraisal, remuneration, performance management, dispute resolution, and the maintenance of excellent working relationships.

Human resource management has a strategic role in supporting organizational success by managing the human aspect in the work context. The goal is to create a productive work environment, motivate employees, improve individual and organizational performance, and ensure fairness and balanced job satisfaction for all members of the organization.

Lecturers are professional educators who work in specific areas of higher education. Because of their knowledge capacity, lecturers are frequently referred to as scientists. A lecturer's primary responsibility is to develop and promote science, technology, and art through the Tri Dharma of Higher Education. Aside from giving lectures and tutorials, professors are expected to do research in their areas of expertise and provide advise to students. As a scientist, lecturers need to regularly publish scientific papers and research results at academic conferences.

Leadership is a method for a leader to persuade subordinates to cooperate and work efficiently in order

to achieve corporate goals (Hasibuan, 2018). Badeni (2013: 2) defines leadership as a person's ability to influence a group toward achieving goals. According to Robbins and Judge (2016), leadership is the ability to influence a group toward accomplishing a vision or set of goals.

According to Kreitner and Kinicki (2010), leadership is a process in which one individual encourages others to attain common goals. According to McShane and Von Glinow (2010:360), leadership is about influencing, motivating, and empowering others to contribute to the effectiveness and success of the organizations to which they belong. Leadership is a process of persuading and encouraging others to work energetically toward common goals (Newstrom & Davis, 2011). Leadership is an important aspect that assists individuals or organizations in identifying their goals and then motivating them from within to attain those goals.

According to Zahriah et al. (2015), corporate culture is a set of norms and values developed and applied by a firm to affect the traits or behavior of its leaders so that they can complete assignments on time and help employees in reaching corporate goals. Organizational culture, namely how members or a group of employees can cope with external and internal difficulties, must therefore be formed and taught to members so that it becomes a guideline for behavior for members in dealing with problems. According to Robbins (2015), organizational culture is a set of value systems acknowledged and established by all members that distinguish one company from another.

According to Deal & Kennedy (2012), The following five factors influence the establishment of organizational culture: business environment, values, heroes, rituals, and cultural networks. These aspects must be considered in an organization in order to establish and implement values, which are fundamental beliefs that are shared for the purpose of accomplishing organizational goals. Organizational culture must be formed, implemented, and developed because organizational culture is the formation of traits, patterns of behavior, and values that must be learned, which are owned by all members of the organization, and are passed do wn from generation to generation to the next generation, not created by itself, but formed first.

Culture is a very important factor in increasing organizational productivity. Deal & Kennedy (2012) states that organizational culture can be the main instrument of competitive advantage when organizational culture supports strategy organization and can answer or overcome challenges in an environment quickly and precisely. The success of an organization will depend heavily on employee performance and if there is a culture that is not conducive it will result in employees not being

motivated in carrying out their duties. There are many things an organizational culture can use to improve the effectiveness organization, namely according to (Jones, 2013): Organizational culture can control the way employees make decisions, interpret and manage the organizational environment, what they make with information, and how they behave and culture also affect the content of an organization's competitive advantage.

2. METHODOLOGY

2.1 Research Design

Based on the background, problem formulation, and research objectives, it can be stated that the research design used is an explanatory method or explanation that aims to explain the influence of Leadership, Organizational Culture, on Lecturer Performance. This research is only limited to certified lecturers, this is based on the idea that the workload of lecturers is relatively the same, but certified lecturers are compensated by the government. Explanatory research is research that highlights and explains the relationship between exogenous and endogenous variables, besides that, it is also necessary to test the hypotheses that have been proposed previously. Testing the hypothesis with SEM analysis (structural equation modeling) to determine the direct effect and indirect effect between the variables Leadership,

2.2 Population and Sample

The population in this study were all certification lecturers at the campus domiciled in Bekasi, which is in the Jakarta Government Education Institute (L2 Dikti) with a total of 236 people. The SEM (Structural Equation Modeling) model according to Ferdinand (2014), sample size plays an important role in estimating and interpreting results, so a minimum sample size of 100 - 200 is recommended. Thus, determining the number of samples in this study was carried out using the Slovin formula (Sanusi, 2011), as follows:

$$n = \frac{N}{1 + N\,(\alpha)^2}$$

Information:
- *n*: number of samples
- N: total population
- α: error tolerance limit (error tolerance)

The amount of α used is 5%, thus the sample size is 148 people. While the determination of the sample is done by random sampling.

2.3 Data Analysis Technique

The analytical technique used in this study is a descriptive analysis used to provide an overview of the characteristics of each variable and to provide an overview of the frequency of respondents' responses to statements from each indicator. While this descriptive presentation will be presented in the form of

tabulations. Inferential analysis was performed using SEM-AMOS.

3. RESEARCH RESULT

A model fit test - goodness of fit test, significant factor weights, and lambda values or factor loading were used to confirm whether the observed variables might reflect the investigated factors. According to the results, the factor loading value for each indicator exceeds the cut-off value of 0.5, the probability value (p) is less than or equal to 0.05, the Reliability Construct value of 0.940 exceeds the cut-off

value of 0.7, and the Variance Extract value of 0.504 exceeds the cut-off value of 0.5. Communication has the largest factor loading value of any leadership indicator, with a value of 0.756. With a value of 0.907, the organizational culture indicator with the greatest factor loading value is result oriented. The test results show that the tested indicators are reliable in developing and operationalizing the latent variables of leadership, organizational culture, and competence.

Based on the results of the analysis on hypothesis testing presented in Table.

Table 1: The Influence of Leadership and Organizational Culture on Lecturer Performance

Variable	Standardized Regression Weight	Estimates	SE	CR	Probability	Information
Leadership	0.225	0.215	0.104	2,071	0.038	Significant
Organizational culture	0.202	0.169	0.075	2,259	0.024	Significant

The table demonstrates that the variables of leadership, organizational culture, and competency have a critical ratio value of greater than two and a p-value of less than 0.05, indicating that leadership, organizational culture, and competence have a positive effect on lecturer performance. Leadership has a coefficient of standardized regression weight of 0.225, organizational culture has a coefficient of 0.202, and competence has a coefficient of 0.296, indicating that leadership, organizational culture, and competency all influence lecturer performance. Competence most influences the lecturer's performance. Thus the second hypothesis is proven that leadership, organizational culture, and competence affect lecturer performance.

4. DISCUSSION

Leadership can affect lecturer performance. Leaders who provide clear direction and measurable goals to lecturers will help them focus and be oriented toward achieving the desired results. Effective communication between leaders and lecturers allows for a better understanding of the expectations, feedback, and directions needed to improve performance. Leaders who can make appropriate and fair decisions, and involve lecturers in relevant decision-making processes, can improve lecturer performance and a sense of ownership of the results. Leaders who can provide motivation, support, and appreciation to lecturers will increase the enthusiasm, dedication, and performance of lecturers. The results of this study support. Prasetyoet al. (2015) which explains that leadership influences performance.

Organizational culture influences lecturer performance a culture that encourages innovation and risk-taking will encourage lecturers to seek new solutions, develop more effective teaching methods, and be willing to take risks in research and community service. A culture that prioritizes attention to detail will encourage lecturers to provide good service, produce accurate research, and develop detailed lesson plans. A

results-oriented culture will encourage lecturers to achieve targets and create high-quality performance. A culture that encourages cooperation, collaboration, and mutual support between lecturers will improve lecturer performance in producing better understanding and innovation. A culture that encourages a proactive and competitive attitude can encourage lecturers to achieve better performance through greater effort and dedication. A culture that provides stability, certainty, and support will strengthen lecturer performance by reducing uncertainty and distractions that might hinder lecturer performance. The results of this study support Awadh & Alyahya (2013); Supriadi (2014); and Rivai (2020) who explain that organizational culture influences employee performance. However, the results of this study do not support Syauta (2012), stating that organizational culture does not affect employee performance. and support will strengthen lecturer performance by reducing uncertainty and distractions that might hinder lecturer performance. The results of this study support Awadh & Alyahya (2013), and Rivai (2020) who explain that organizational culture influences employee performance. However, the results of this study do not support Syauta (2012), stating that organizational culture does not affect employee performance. and support will strengthen lecturer performance by reducing uncertainty and distractions that might hinder lecturer performance. The results of this study support Awadh & Alyahya (2013), and Rivai (2020) who explain that organizational culture influences employee performance. However, the results of this study do not support Syauta (2012), stating that organizational culture does not affect employee performance.

5. CONCLUSIONS

Leadership and organizational culture influence lecturer performance. Effective leadership has an important role in influencing lecturer performance. Leaders need to build strong relationships with lecturers, provide clear direction, effective

communication, and make the right decisions. Leaders also need to encourage innovation, collaboration, and participation of lecturers in decision-making, thus motivating lecturers to achieve better performance. An organizational culture that pays attention to innovation, results orientation, people orientation, team orientation, aggressiveness, and stability can provide a motivational boost for lecturers. Organizations need to ensure that this culture is maintained and strengthened through policies, norms, and practices that support collaboration, reward achievement, as well as attention to detail and quality work. Strong competence in the field of study, effective communication skills, interesting teaching, and good guidance will motivate lecturers to make a better contribution to teaching, research, and community service.

The practical contribution emphasizes increasing leadership, Universities can provide leadership training and development to academic leaders or administrators. Effective leadership must be able to inspire, provide clear direction, facilitate good communication, and motivate lecturers to achieve organizational goals. Development of a Positive Organizational Culture: Encouraging tertiary institutions to develop a positive, inclusive, and supportive organizational culture. This can be done by establishing clear values, increasing internal communication, and giving appreciation for lecturer achievements.

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