

DETERMINANT FACTORS OF LECTURER PERFORMANCE AT THE RESIDENCE OF PEKALONGAN

Sri Wartulas¹

Sugiyono²

I made Sudana³

Tri Suminar⁴

DOI: <https://doi.org/10.37178/ca-c.23.2.009>

Sri Wartulas¹, Postgraduate Education Management Study Program (Universitas Negeri Semarang) Indonesia and Lecturer at the Universitas Peradaban

Email: Sw@peradaban.ac.id and Yng@students.unnes.ac.id

Sugiyono², Pasca Sarjana Universitas Negeri Semarang

Email: sugiyono@mail.unnes.ac.id

I made Sudana³, Pasca Sarjana Universitas Negeri Semarang

Email: sudana@mail.unnes.ac.id

Tri Suminar⁴, Pasca Sarjana Universitas Negeri Semarang

Email: ri.suminar@mail.unnes.ac.id

ABSTRACT

Lecturer performance is basically the performance or performance carried out by lecturers in carrying out their duties as educators. The quality of educational outcomes is highly dependent on the quality of lecturer performance. The purpose of this study is to develop an empirical model to improve lecturer performance. The development of the model as an alternative construct that is thought to be able to color the influence of transformational leadership, organizational culture, organizational commitment on lecturer performance through achievement motivation. Furthermore, achievement motivation will mediate the influence of transformational leadership, organizational culture, organizational commitment on lecturer performance. The independent variables of the study consist of transformational leadership, organizational culture and organizational commitment while the mediating variable is achievement motivation) and the dependent variable is lecturer performance, which is a quantitative study using path analysis. The research population is lecturers from 17 private universities in Pekalongan Residency, totaling 789 people. The research sample was 258 people using the proportional cluster random sampling technique. The results of the analysis using path analysis obtained the following results: transformational leadership, organizational culture and organizational commitment partially affect achievement motivation. Organizational culture, organizational commitment, and achievement motivation partially affect the performance of lecturers, while transformational leadership partially does not affect the performance of lecturers. Motivation acts as a variable mediating the influence of transformational leadership, organizational culture and organizational commitment on lecturer performance. The implication of this research is that there is a need for great attention to the achievement motivation of lecturers as the main factor that affects the performance of lecturers.

Keywords: transformational leadership, organizational culture, organizational commitment, achievement motivation, lecturer performance

INTRODUCTION

Lecturers are a component of education at universities in the process of realizing quality higher education, so various efforts are made to improve the performance of

professionalism and quality of lecturers. Lecturers as human resources must be considered, maintained and developed continuously in order to obtain quality, high-performing human resources so that they are able to realize quality higher education. Through quality universities, quality and highly competitive human resources will be produced.

In the 2017 UNESCO report in the Education For All Global Monitoring Report (EFA-GMR), the National Development Index or The Education For Development Index (EDI), Indonesia is still ranked 64 out of 120 countries. Furthermore, based on the results of the 2016 Program For International Student Assessment (PISA) Survey, Indonesia was in position 69 of the 76 PISA survey participants. And in 2016 The Guardian based on this survey published by the Organization for Economic Cooperation and Development launched Indonesia's position at 57th out of a total of 65 countries. UNDP also noted that Indonesia's HDI in 2015 was 0.689 and was at level 113 out of 188 countries in the world. The survey results from various international institutions show that the competitiveness of the Indonesian nation in facing regional and global competition is still low.

Among the fields of development carried out during this period, the education sector is the sector that has the largest contribution in creating human resources. The position of the human development index and the position of education at the world level show that these conditions indicate how low the quality of education and the quality of human resources is. Meanwhile, the low quality of education cannot be separated from one of the indicators causing the low performance of lecturers in lectures. Performance is a comparison between the actual work results with the work standards set [1]. Meanwhile, [2] explains that performance is the result of work achieved by a person both in quality and quantity in accordance with the responsibilities given.

[3] in educational organizations, especially universities, one measure of organizational performance is indicated by the level of achievement of accreditation. A unit and study program that has been accredited can be interpreted as being able to achieve its goals because to get good grades it must achieve a certain value or score. The score is determined by the level of achievement of various predetermined accreditation components such as aspects of academic development, student affairs, human resources, and causality and professional development at the faculty level. Many factors affect the quality of higher education in Indonesia including human resources in this case lecturers, curriculum, education management, educational infrastructure, and the potential of students in this case students. Of the several factors that affect the quality or quality of higher education, the lecturer factor is an important factor that determines the achievement of higher education goals. The success of education in tertiary institutions is largely determined by the quality of the lecturers, because through quality lecturers the lectures given will also be of quality. Improving the quality of higher education is inseparable from efforts to improve the quality of lecturers. To realize quality higher education, lecturers are needed who are professional and have high performance in carrying out their main tasks and functions as lecturers. Another factor that has an important role in the quality of higher education is the leader. This is because through good leadership, all people who are led will participate, be motivated and moved to work as much as possible in achieving organizational goals. This opinion is in line with what was stated by [4] that leadership is a process of social influence, leaders seek participation from subordinates in an effort to achieve organizational goals.

Lecturer performance has certain specifications or competencies that every lecturer must have. Lecturer performance is basically the performance or performance carried out by lecturers in carrying out their duties as educators. The quality of educational outcomes is highly dependent on the quality of lecturer performance. This is because the lecturer is the component of education that has the most direct contact with students in the lecture process. Duties and responsibilities of lecturers, as

mandated in Government Regulation no. 60 of 1999, is to carry out education and teaching. This task is the main task of a lecturer that must be carried out seriously because it is the realization of the main task of a higher education institution, namely carrying out teaching and learning activities in an effort to educate students. Lecturers as educators carry out the duties and responsibilities to develop the potential of students, both in terms of knowledge, skills and attitudes that are in accordance with the goals that have been set. [5] with a focus on factors affecting lecturer performance and student learning outcomes found that lecturer welfare, lecturer commitment, and lecturer work motivation had a positive effect on lecturer performance and student learning outcomes. Likewise, the results of research conducted by [6] state that lecturer commitment has a positive and significant influence on performance, innovation ability, integration of new ideas in work, attendance rate, lecturer turnover.

Lecturer performance is influenced by many factors, both lecturer competence, welfare, motivation, commitment, and even leadership factors. Therefore we need a leader who is able to improve the quality of work, able to generate organizational commitment, instill good organizational culture values and can motivate all subordinates to work with high performance. This is because a leader has a very central role in an organization both in educational organizations and in other organizations. As the results of research by [7] which state that leadership plays an important role in motivating employees, as well as employee motivation and has an impact on employee performance.

The phenomenon that exists based on the results of pre-research conducted on private university lecturers in Brebes Regency on March 11, 2019 that by distributing questionnaires to 50 lecturers, it turns out that 25 of 50 lecturers have not prepared lecture plans properly such as: preparation and development of SAP, Syllabus, Hand-Out Lectures. Likewise, 30 out of 50 lecturers, which means that there are still 60% of lecturers in evaluating learning outcomes, have not prepared a good evaluation plan such as determining the type of evaluation tool or type used, the suitability of the use of this type of evaluation with the purpose of the lecture, the relevance of the questions and the lecture material presented to students. student. Another preliminary finding shows that there are still 70% of the 50 lecturers who have conducted preliminary research and have not provided feedback on lecture assignments. Another phenomenon shows that 80% of the 50 lecturers who became the initial sample of preliminary research in scientific publications in both national and international journals are still far from what is expected. These empirical facts indicate that the performance of educational institutions is not optimal and this condition cannot be separated from the role of lecturers' performance in these higher education institutions. Therefore, the role of lecturers is so important, this is in line with what was expressed by [8] about the importance of lecturers who are one of the determining factors for the success of any educational effort.

Research on transformational leadership on performance has been done by many previous researchers, but the results of their research show different results. As research conducted by [9], [10] with research results concluding that transformational leadership has a positive effect on performance. The relationship between transformational leadership and performance is not only a positive relationship pattern, but a negative relationship can occur. This is partly from the results of research conducted by [11] that the results of his research on transformational leadership do not have a positive effect on performance. Previous research on the relationship between achievement motivation and lecturer performance, the conclusions of the research showed inconsistent results. As research conducted by [12] and [13] that motivation has a positive effect on employee performance. In contrast to the results of research conducted by [14], [15], concluded that motivation has no effect on performance.

Based on the results of the research above, there are contradictory results where the influence of leadership on performance, the influence of organizational culture, and

organizational commitment on performance is positive and has a significant effect. However, other researchers in their research found different results that the effect of transformational leadership on performance, the influence of organizational culture on performance and the influence of organizational commitment on performance was negative or had no significant effect. Therefore, further research is needed by providing another concept or construct, namely achievement motivation which is expected to mediate the influence of the three variables, namely the influence of transformational leadership on lecturer performance, the influence of organizational culture on lecturer performance, and the influence of organizational commitment on lecturer performance.

Taking into account the phenomena described in the background related to the performance of the lecturers in this study, this research is important and feasible to obtain more in-depth scientific evidence and needs to be studied and conducted further research in accordance with the research gap found in previous studies. This is because similar research studies with the theme of transformational leadership, organizational culture and organizational commitment have never been carried out on the performance of lecturers in Brebes Regency. The importance of this research is also to support and answer the research gap on the effect of transformational leadership on performance, the influence of organizational culture on performance and the influence of organizational commitment with lecturer performance as stated above.

This study was conducted to determine the role of achievement motivation in mediating the influence of transformational leadership, the influence of organizational culture, and the effect of organizational commitment on the performance of lecturers at universities in the former Pekalongan Residency and to obtain empirical information related to this research.

LITERATUR REVIEW

Lecturer Performance

[16] say that performance is a successful role achievement that is obtained by someone from his actions. [17] says that performance is the result of work achieved by a person both in quality and quantity in accordance with the responsibilities given. Meanwhile, according to [18] explains that performance is the level of success of a person during a certain period in carrying out tasks compared to various possibilities, such as work standards, targets or targets or criteria that have been determined in advance and have been mutually agreed upon. While [19] performance (performance) is a function of ability, effort and organizational support. [20] defines "Performance is a: the execution of an action b: something accomplished: dead, feat: the fulfillment of a claim, promise, or request: implementation a: the action of representing a character in a play b: a public presentation or exhibition the ability to perform: efficiency b: the manner in which a mechanism performs: themanner of reacting to stimuli: behavior: the linguistic behavior of an individual: parole: also: the ability to speak a certain language ." The performance of the lecturers referred to in this study is all the activities of the lecturers that are seen in terms of quality and quantity compared to the standard values that have been determined. Lecturer performance can be seen from the work activities of lecturers in planning the lecture process, carrying out lectures, assessing and evaluating lectures, carrying out research and carrying out service

Transformational Leadership

[21] defines leadership as the behavior of an individual who leads the activities of a group to a common goal to be achieved. He defines leadership or leadership as a process of directing and influencing task activities of people in the group. [22] states that leadership is the ability to influence people to achieve organizational goals of leadership from various aspects and approaches. [23] says leadership as a trait, personal behavior, influence on others, patterns of interaction, cooperative

relationships between roles, the position of an administrative position and the perception of others about the legitimacy of influence. An effective leader not only influences his subordinates, but he is also able to ensure that his subordinates achieve the best performance of their work [24]. [21] suggests several indicators for a transformational leader, namely: Stating a clear and attractive vision and mission, explaining how the vision can be trusted, acting secretly and optimistically, showing confidence in followers, using dramatic and symbolic actions to emphasize values. values, leading by example, and empowering people to achieve that vision.

Organizational culture

[25] defines organizational culture as a pattern of fundamental assumptions in which existing groups create, discover or develop in the learning process to overcome the difficulties of external adaptation and internal integration. [26] defines organizational culture as a system of shared meaning held by members that distinguishes the organization from other organizations. [27] states that organizational culture is one of the important variables for a leader, because organizational culture reflects the values that are recognized and become guidelines for actors as members of the organization. [28] states that organizational culture refers to a system of meaning shared by members that can distinguish the organization from other organizations. This shared system of meaning is a set of key characteristics valued by the organization. There are seven dimensions of organizational culture indicators by [29], namely: Innovation and risk taking, attention to detail, results orientation, people orientation, team orientation, aggressiveness, and stability.

Organizational Commitment

[30] says organizational commitment is a condition in which employees identify with the elements of the organization and its goals, and desire to maintain membership in the organization. Employees who have a high level of organizational commitment will identify themselves with the organization as a whole and be loyal to the organization. [31] suggests organizational commitment is the level of trust and acceptance of workers towards organizational goals and has a desire to remain in the organization. In contrast to the opinion of [32] which says that organizational commitment is an attitude regarding employee loyalty to the organization where they work. This loyalty attitude is an ongoing process where employees also show high concern for the organization, so that organizational commitment is a work attitude that is durable and stable. [33] say organizational commitment is an attitude that reflects the extent to which an individual knows and is bound to his organization. [34] suggests that organizational commitment is an important attitude that affects performance. As a work attitude, organizational commitment has a positive function for the organization.

Achievement Motivation

[35] defines achievement motivation as an encouragement that exists in a person in connection with achievement, namely mastering, manipulating, and regulating the social and physical environment, overcoming all obstacles and maintaining high quality work, competing through efforts to exceed past work results. and outperform others. [36] revealed that achievement motivation is a person's way of trying well for his achievements. [37] describes achievement motivation as an attempt to improve or perform as high a personal skill as possible in all activities and a measure of excellence is used as a comparison even though there are two possibilities in trying to carry out these activities, namely failure or success. Achievement motivation is the desire to get something done to achieve a standard of success and to make an effort with the aim of achieving success [38]. [39] suggests that there are 6 characteristics of individuals who have high achievement motivation, namely: a strong feeling to achieve goals, being responsible, evaluative, taking risks, being creative and innovative, and liking challenges.

Research Framework

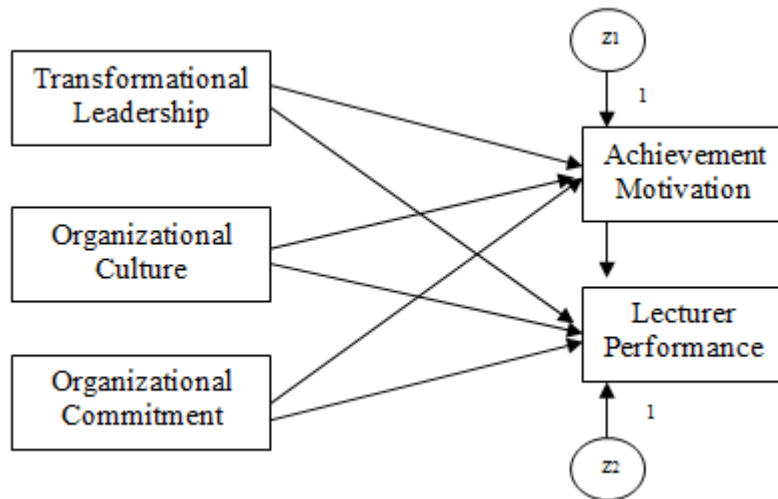


Figure 1

Research Framework

Methods

Research design

The type of research chosen is path analysis. Path analysis aims to explain the direct and indirect effects of a set of variables as causal variables to a set of other variables which are effect variables [40]. The research model uses path analysis, the causal/independent variables are termed exogenous variables, while the effect/bound variables are called dependent variables.

Population and Sample

The population in this study were Lecturers at the former Pekalongan Residency, which consisted of 17 private universities with a total of 786 lecturers. The sampling technique used a random sampling area with the number of samples specified in this study as many as 258 people.

Instrumentation

The data collection technique used is a questionnaire. The questionnaire used to collect data on transformational leadership, organizational commitment, organizational culture, achievement motivation and lecturer performance. After testing the validity and reliability of the research questionnaire, the questionnaire has met the requirements and is ready to collect data. Data analysis techniques used descriptive statistical techniques and path analysis.

Data Analysis

Descriptive analysis is a description of research results based on the answers obtained from respondents to each research variable :

Table 1

Description of Research Result Data

Research Variable	N	Minimum	Maximum	Mean	Std. Deviation
Transformational Leadership (X1)	258	31	80	57,97	9,842
Organizational Culture (X2)	258	40	94	69,88	11,360

Organizational Commitment (X3)	258	36	86	63,95	8,712
Achievement Motivation (Y1)	258	36	90	65,37	9,686
Lecturer Performance (Y2)	258	39	100	73,10	12,195

Descriptive statistics in this study consist of five research variables, where transformational leadership obtained a minimum score of 31 and a maximum score of 80 with an average score of 57.97 indicating that the transformational leadership of the ex-Pekalongan residency leadership is classified in the good category. Organizational culture obtained a minimum score of 40 and a maximum value of 94 with an average score of 69.88, indicating that the organizational culture of the former Pekalongan Residency College is in the good category. Organizational commitment obtained a minimum score of 36 and a maximum value of 86 with an average score of 63.95 indicating that the organizational commitment of university lecturers from the former Pekalongan Residency is in the high category. Achievement motivation obtained a minimum score of 36 and a maximum value of 90 with an average score of 65.37, indicating that the achievement motivation of university lecturers from the former Pekalongan Residency is in the high category. Lecturer performance obtained a minimum score of 39 and a maximum score of 100 with an average score of 73.10 indicating that the performance of lecturers at the former Pekalongan Residency College is in the high category.

RESULTS

Regression Analysis - Path I (Effect of Transformational Leadership, Organizational Culture, Organizational Commitment to Achievement Motivation) Normality Test

Table 2

Normality Test with *Kolmogrov-Smirnov* (Path I)

Variable	Kolmogorov-Smirnov	Asymp. Sig. (2-tailed)	p-value	Explanation
Unstandardized residual_1	0,983	0,289	p>0,05	Normal

The results of the normality test obtained the Kolmogorov-Smirnov Z value of 0.983 with p = 0.289 so that p > 0.05 indicates that the unstandardized residual-1 variable is normally distributed.

Heteroscedasticity Test

Table 3

Glejser Test (Path I)

Independent Variable	p-value (Sig.)	Explanation
Transformational Leadership (X1)	0,682	There is no heteroscedasticity
Organizational Culture (X2)	0,195	There is no heteroscedasticity
Organizational Commitment (X3)	0,624	There is no heteroscedasticity

All independent variables have a sig value. 0.05. So there is no statistically significant independent variable affecting the dependent variable ABS_REG1. This can be seen from the value of sig. on each independent variable entirely above 0.05. So it can be concluded that the regression model does not contain heteroscedasticity.

Multicollinearity Test

Table 4

Multicollinearity Test (Path I)

Independent Variable	Tolerance	VIF	Explanation
Transformational Leadership (X1)	0,304	3,287	There is no multicollinearity
Organizational Culture (X2)	0,717	1,394	There is no multicollinearity
Organizational Commitment (X3)	0,271	3,696	There is no multicollinearity

The results of the multicollinearity test above show that each independent variable has a tolerance value > 0.1 and a VIF value < 10. So it can be concluded that there is no multicollinearity between independent variables in this regression model.

Autocorrelation Test

Table 5

Autocorrelation Test (Path I)

Model	Durbin Watson (DW)	du Value (N=258 dan k =3)	Explanation
1	1,801	1,7990	There is no autocorrelation

Durbin Watson is 1.801 which indicates that more than the DW value is in the range of $du < d < 4-du$, namely $1.7990 < 1.801 < 2.2010$, so it can be concluded that there is no autocorrelation.

Regression Analyst Results – Path I

The results of path I regression analysis the influence of transformational leadership, organizational culture, organizational commitment on achievement motivation can be explained based on the following table:

Table 6

Regression Coefficient (Path I)

Equality	R2	Anova		t	Standardized Coefficients		Explanation
		F	Sig		Beta	sig	
Regression Model I Y1= $\beta_1X_1+\beta_2X_2+\beta_3X_3 + e_1$ Y1 = Achievement Motivation X1 = Transformational Leadership X2 = Organizational Culture X3 = Organizational Commitment	0,645	153,910	0,000	3,720	0,252	0,000	H1 accepted
				7,108	0,314	0,000	H2 accepted
				5,127	0,368	0,000	H3 accepted

1. Hypothesis 1 (H₁): Transformational leadership has a positive and significant effect on achievement motivation

Table 6 shows that the t-value of the influence of transformational leadership variables on achievement motivation is 3.720 with $p < 0.05$ (significant), so that hypothesis 1 (H1) which states that transformational leadership has a positive and significant effect on achievement motivation is proven. The magnitude of the direct influence of transformational leadership on achievement motivation with the β_1 value = 0.252 = 25.2%.

2. Hypothesis 2 (H₂): Organizational culture has a positive and significant effect on achievement motivation

Table 6 shows that the t-value of the influence of organizational culture on achievement motivation is 7.018 with $p < 0.05$ (significant), so that hypothesis 2 (H₂) which states that organizational culture has a positive and significant effect on achievement motivation is proven. The magnitude of the direct influence of organizational culture on achievement motivation with β_2 values = 0.314 = 31.4%.

3. Hypothesis 3 (H₃): Organizational commitment has a positive and significant effect on achievement motivation

Table 6 shows that the t-value of the influence of the organizational commitment variable on achievement motivation is 5.127 with $p < 0.05$ (significant), so that hypothesis 3 (H₃) which states that organizational commitment has a positive and significant effect on achievement motivation, is proven. The magnitude of the direct influence of organizational commitment on achievement motivation with the β_3 value = 0,368 = 36,8%.

Regression analysis Path I the influence of the influence of transformational leadership, organizational culture, organizational commitment on achievement motivation can be explained based on table 4.21 it can be seen that the regression coefficient (beta) or 1 = 0.252, 2 = 0.314 and 3 = 0.359 so that a regression equation can be arranged (path I) as follows:

$$Y_1 = 0.252 X_1 + 0.314 X_2 + 0.368 X_3 + e_1$$

The determination coefficient, basically measures how far the ability of the transformational leadership model, organizational culture, organizational commitment to achievement motivation is. The results of this test obtained an R² value of 0.645 or 64.5%. So the variables of transformational leadership, organizational culture, organizational commitment affect achievement motivation by 64.5% and the remaining 35.5% is influenced by other factors

Regression Analysis

Path II (Effect of Transformational Leadership, Organizational Culture, Organizational Commitment and Achievement Motivation on Lecturer Performance) Normality test

Table 7

Normality Test with *Kolmogorov-Smirnov* (Path II)

Variable	Kolmogorov-Smirnov	Asymp. Sig. (2-tailed)	p-value	Explanation
Unstandardized residual_2	0,810	0,528	p>0,05	Normal

The results of the normality test obtained the Kolmogorov-Smirnov Z value of 0.810 with $p = 0.528$ so that $p > 0.05$ indicates that the unstandardized residual-2 variable is normally distributed.

Heteroscedasticity Test

Table 8

Glejser Test (Path II)

Variable	p-value (Sig.)	Explanation
Transformational Leadership (X1)	0,188	There is no heteroscedasticity
Organizational Culture (X2)	0,096	There is no heteroscedasticity
Organizational Commitment (X3)	0,124	There is no heteroscedasticity
Achievement Motivation (Y1)	0,597	There is no heteroscedasticity

All independent variables have a value of sig 0.05. So there is no statistically significant independent variable affecting the dependent variable ABS_REG2. This

can be seen from the value of sig. on each independent variable entirely above 0.05. So it can be concluded that the regression model does not contain heteroscedasticity.

Multicollinearity Test

Table 9

Multicollinearity Test (PathII)

Variabel	Tolerance	VIF	Keterangan
Transformational Leadership (X1)	0,289	3,466	There is no multicollinearity
Organizational Culture (X2)	0,598	1,672	There is no multicollinearity
Organizational Commitment (X3)	0,245	4,078	There is no multicollinearity
Achievement Motivation (Y1)	0,355	2,818	There is no multicollinearity

The results of the multicollinearity test above show that each independent variable has a tolerance value > 0.1 and a VIF value < 10. So it can be concluded that there is no multicollinearity between independent variables in this regression model.

Autocorrelation Test

Table 10

Autocorrelation Test (Path II)

Model	Durbin Watson (DW)	du value (N=258 dan k =4)	Explanation
1	2,059	1,8094	There is no autocorrelation

The Durbin Watson value is 2.059 which indicates that more than the DW value is in the range of $du < d < 4-du$, namely $1.8094 < 2.059 < 2.1906$, so it can be concluded that there is no autocorrelation.

Regression Analyst Results – Path II

The results of path II regression analysis of the influence of transformational leadership, organizational culture, organizational commitment, and achievement motivation on dpsen performance can be explained based on the following table :

Table 11

Regression Coefficient (Path II)

Equality	R2	Anova		t	Standardized Coefficients		Explanation
		F	Sig		Beta	sig	
Model Regresi I $Y_2 = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + \beta_7 Y_1 + e_1$							
Y2 = Lecturer Performance	0,753	193,093	0,000	1,359	0,079	0,175	H4 rejected
X1 = Transformational Leadership				2,822	0,114	0,005	
X2 = Organizational Culture				2,142	0,135	0,033	
X3 = Organizational Commitment							
Y1 = Achievement Motivation				11,922	0,625	0,000	H7 accepted

1. Hypothesis 4 (H₄): Transformational leadership has a positive and significant effect on lecturer performance

Table 11 shows that the t-value of the influence of transformational leadership variables on lecturer performance is 1.359 with $p > 0.05$ (not significant), so hypothesis 4 (H₄) which states transformational leadership has a positive and significant effect on lecturer performance, is not proven. The magnitude of the direct influence of transformational leadership on lecturer performance by β_4 value = 0,079 = 7,9%.

2. Hypothesis 5 (H₅): Organizational culture has a positive and significant effect on lecturer performance

Table 11 shows that the tcount value of the influence of organizational culture on lecturer performance is 2.882 with $p < 0.05$ (significant), so hypothesis 5 (H₅) which states organizational culture has a positive and significant effect on lecturer performance, is proven. The magnitude of the direct influence of organizational culture on the performance of lecturers with β_5 value 0,114 = 11,4%.

3. Hypothesis 6 (H₆): Organizational commitment has a positive and significant effect on lecturer performance

Table 11 shows that the tcount value of the influence of the organizational commitment variable on lecturer performance is 2.142 with $p < 0.05$ (significant), so that hypothesis 6 (H₆) which states organizational commitment has a positive and significant effect on lecturer performance, is proven. The magnitude of the direct influence of organizational commitment on the performance of lecturers with β_6 value = 0,135 = 13,5%.

4. Hypothesis 7 (H₇): Achievement motivation has a positive and significant effect on lecturer performance

Table 11 shows that the t-value of the influence of the achievement motivation variable on the performance of lecturers is 11.922 with $p < 0.05$ (significant), so that hypothesis 7 (H₇) which states that achievement motivation has a positive and significant effect on lecturer performance is proven. The magnitude of the direct influence of achievement motivation on the performance of lecturers with β_7 value = 0,625 = 62,5%.

Regression analysis Path II the influence of transformational leadership, organizational culture, organizational commitment, and achievement motivation on lecturer performance can be explained based on table 11, it can be seen that the regression coefficient (beta) or 4 = 0.079; 5 = 0.114 ; 6 = 0.135 and 7 = 0.625 so that the regression equation (line II) can be arranged as follows:

$$Y_2 = 0.079 X_1 + 0.114 X_2 + 0.135 X_3 + 0.625 Y_1 + e_2$$

The coefficient of determination essentially measures how far the ability of the transformational leadership model, organizational culture, organizational commitment and achievement motivation to the performance of lecturers. The results of this test obtained an R² value of 0.753 or 75.4%. So the variables of transformational leadership, organizational culture, organizational commitment and achievement motivation affect performance by 75.4% and the remaining 25.6% is influenced by other factors.

Hypothesis Testing the Effect of Transformational Leadership, Organizational Culture and Organizational Commitment on Lecturer Performance through Achievement Motivation

The results of path analysis I and II can be analyzed the influence of transformational leadership, organizational culture and organizational commitment on lecturer performance through achievement motivation, as follows:

Regression Path I:

$$Y_1 = 0.252 X_1 + 0.314 X_2 + 0.368 X_3 + e_1$$

The magnitude of each effect:

- a. $X_1 \rightarrow Y_1$ with $\beta_1 = 0.252$
- b. $X_2 \rightarrow Y_1$ with $\beta_2 = 0.314$
- c. $X_3 \rightarrow Y_1$ with $\beta_3 = 0.368$

Regression Path II:

$$Y_2 = 0.079 X_1 + 0.114 X_2 + 0.135 X_3 + 0.625 Y_1 + e_2$$

The magnitude of each effect:

- $X_1 \rightarrow Y_2$ with $\beta_4 = 0.079$
- $X_2 \rightarrow Y_2$ with $\beta_5 = 0.114$
- $X_3 \rightarrow Y_2$ with $\beta_6 = 0.135$
- $Y_1 \rightarrow Y_2$ with $\beta_7 = 0.625$

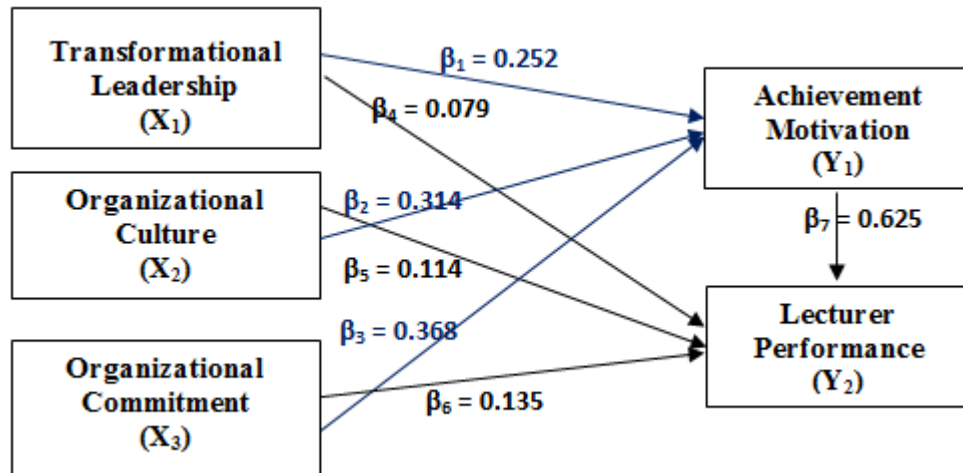


Figure 2
Path Analysis Results

In the path model above, it can be seen that this study explains the effect of the mediating variable on the relationship between the independent and dependent variables. The mediating variable in this study is achievement motivation, the independent variable is transformational leadership, organizational culture and organizational commitment, and the dependent variable is lecturer performance.

The Effect of Transformational Leadership on Lecturer Performance through Achievement Motivation

- Direct effect $\beta_4 = 0.079$
- Indirect effect $(\beta_1 \times \beta_7) = 0.252 \times 0.625 = 0.157$
- Total path coefficient effect $(\beta_4 + (\beta_1 \times \beta_7)) = (0.079 + 0.157) = 0.236$
- So the indirect effect > direct effect is $0.157 > 0.079$. then achievement motivation acts as a mediating/intervening variable

Sobel test statistic is 3.496 with sig value. < 0.05 or the Sobel test statistic value > 1.96. This shows that achievement motivation as a variable mediating the influence of transformational leadership on lecturer performance.

The Effect of Organizational Culture on Lecturer Performance through Achievement Motivation

- Direct effect $\beta_5 = 0.114$
- Indirect effect $(\beta_2 \times \beta_7) = 0.314 \times 0.625 = 0.196$
- Total path coefficient effect $(\beta_5 + (\beta_2 \times \beta_7)) = (0.114 + 0.196) = 0.310$
- So the indirect effect > direct effect is $0.196 > 0.114$. then achievement motivation acts as a mediating/intervening variable

The Sobel test statistic is 6.226 with a sig value. < 0.05 or the Sobel test statistic value > 1.96. This shows that achievement motivation as a variable mediating the influence of organizational culture on lecturer performance.

The Effect of Organizational Commitment on Lecturer Performance through Achievement Motivation

- Direct effect $\beta_6 = 0.135$
- Indirect effect $(\beta_3 \times \beta_7) = 0.368 \times 0.625 = 0.230$

c. Total path coefficient effect $(\beta_6 + (\beta_3 \times \beta_7)) = (0,135 + 0,230) = 0,365$

d. So the indirect effect > direct effect is $0.230 > 0.135$, then achievement motivation acts as a mediating/intervening variable

Sobel test statistic is 4,138 with sig value. < 0.05 or the Sobel test statistic value > 1.96. This shows that achievement motivation as a variable mediating the effect of organizational commitment on lecturer performance.

Discussion

The Effect of Transformational Leadership on Achievement Motivation

The results of the study prove that transformational leadership has a positive and significant effect on achievement motivation, meaning that the better the transformational leadership, the higher the lecturer's achievement motivation and vice versa, the worse the transformational leadership, the lower the lecturer's achievement motivation.

Effective transformational leaders are able to build staff motivation, determine direction, handle change properly, and become a catalyst that can color staff attitudes and behavior. A person has a large number of motives with varying strengths in an achievement motivation program. Achievement motivation can be an encouragement in a person to do or do an activity or task as well as possible. This is as said by [10] that transformational leaders are able to motivate their followers to work towards a goal, not for short-term personal interests, and to achieve achievement and self-actualization, not for the sake of feeling safe. Leadership as an element in an organization has a great influence on the achievement/work motivation of a lecturer. This is because a leader has a duty to move his employees, one of which is to motivate lecturers.

The results of this study are in line with the opinions of several experts including [32] "at a more elemental level, transformational leadership behaviors that are consistent with each other will increase motivation by activating the same or complementary needs in employees or by involving the same or complementary aspect of their self-concepts". On the other hand, a transformational leader will be more sensitive to the needs of his employees so that this can increase the motivation of the employee to achieve achievement. [21] said that "transformational leadership increases follower motivation and performance more than transactional leadership, but effective leaders use a combination of both types of leadership". Based on the description above, transformational leadership has a direct positive effect on achievement motivation.

The Effect of Organizational Culture on Achievement Motivation

The results of the study prove that organizational culture has a positive and significant effect on achievement motivation, meaning that the better the organizational culture, the higher the lecturer's achievement motivation and vice versa, the worse the organizational culture, the lower the lecturer's achievement motivation. Organizational culture as a pattern of fundamental assumptions in which the existing group creates, discovers or develops in the learning process to overcome the difficulties of external adaptation and internal integration. Organizational culture becomes a social glue that remembers members of the organization [26]. Basically someone who is in organizational life tries to determine and form something that can accommodate the interests of all parties, so that in carrying out their activities they do not clash with the various attitudes and behaviors of each individual. What is meant is none other than the culture in which the individual is located, such as values, beliefs, assumptions, hopes and so on.

Based on empirical evidence, it can be said that these findings indicate that organizational culture is one of the most important variables and has a direct effect on the achievement motivation variable. To explain how organizational culture affects motivation, an integrative model of organizational behavior is used from [22] which describes that organizational culture as part of the organizational mechanism has a

direct effect on motivation which is part of the individual mechanism in the organization. In addition, the theoretical model from [7, 25] which shows that organizational culture as part of the task context has a direct effect on the process and motivational behavior. With a good organizational culture, it will encourage the achievement of a work culture in universities/campus which in turn will increase the achievement motivation of lecturers.

The organizational culture of higher education institutions in the former Pekalongan Residency is included in the good category. A good organizational culture can be explained that PT institutions have the ability to innovate according to their faculties/departments, lecturers instill accuracy according to job descriptions, institutions have the courage to take risks if there is a discrepancy. Instilling accuracy both in planning, process and results in work. Results-oriented where the lecturer in carrying out the task/teaching in accordance with the provisions as much as 14 times in one semester. Lecturers in carrying out the tasks assigned by the institution/institution to achieve maximum results. Lecturers carry out tasks assigned by the institution and meet the specified quality. Institutions are people-oriented, where the institution appreciates decision-making in carrying out their duties as lecturers in accordance with the provisions/schedule of activities determined by the institution. The institution also emphasizes team orientation, where lecturers in carrying out their duties also collaborate with superiors/leaders. In addition, in indicators of aggressiveness, lecturers in carrying out their duties use their creativity according to the provisions of the institution. Lecturers also have a high level of stability in every action.

The Effect of Organizational Commitment on Achievement Motivation

The results of the study prove that organizational commitment has a positive and significant effect on achievement motivation, meaning that the higher the organizational commitment, the higher the lecturer's achievement motivation and vice versa, the lower the organizational commitment, the lower the lecturer's achievement motivation.

The effect of organizational commitment variable on employee work motivation is positive. This means that an increase in organizational commitment will be followed by an improvement in employee motivation with the assumption that other factors that affect the size of organizational commitment are considered constant. This study shows that there is a positive and significant effect of organizational commitment on employee work motivation. This can be seen from the results of the direct influence path analysis, the results of organizational commitment have a positive and significant effect on employee work motivation.

The results of this study are also in accordance with the research of [7]) with the conclusion that commitment has a significant effect on employee work motivation. Further research conducted by [9], based on the results of the study, it can be concluded that organizational commitment has a positive and significant impact on employee motivation. If the lecturer in carrying out his work has achievement motivation, he will make a higher contribution to his institution/institution. High achievement motivation will encourage professionalism that is required and must be possessed in work and is able to show its existence to its organization. The higher the level of achievement motivation possessed by a lecturer, the more professional he will be at work.

The Effect of Transformational Leadership on Lecturer Performance

The results of the study cannot prove that transformational leadership has a positive and significant effect on lecturer performance, meaning that transformational leadership does not affect lecturer performance. The results of this analysis are not in line with previous research which provides information that leadership has a significant and direct positive effect on employee performance, where a positive sign indicates that the stronger the understanding and implementation of leadership, the stronger the employee's performance.

The results of this study reflect that the existence of transformational leadership behavior does not necessarily guarantee an increase in lecturer performance. The transformational leadership style will effectively affect the performance of lecturers if it is supported by various leadership efforts in giving special attention to providing job satisfaction to lecturers. So that with the job satisfaction obtained, the leadership has the ability to influence lecturers in doing work which in turn has an impact on improving employee performance.

The results of this study are in line with the results of previous studies, among others; research from [22, 32] concludes that transformational leadership does not affect employee performance without mediating work engagement. This study is also in line with the research of [3], concluding that leadership has a positive but not significant effect on employee performance. This study is also in line with the research of [20, 30] where the results of the study show that transformational leadership does not have a significant effect on employee performance. Likewise, [41] in their research conclude that transformational leadership has no significant effect on employee performance through motivation

The Effect of Organizational Culture on Lecturer Performance

The results of the study prove that organizational culture has a positive and significant effect on lecturer performance, meaning that the better the organizational culture, the higher the lecturer's performance and vice versa, the worse the organizational culture, the lower the lecturer's performance. The organizational culture at the former Pekalongan Residency college is in the good category, where higher education institutions have the ability to innovate according to their faculties/departments, in working to instill accuracy according to job descriptions, instilling accuracy in planning, process and results, lecturers carry out tasks / teach according to with the provisions of 14 times in one semester, carry out the tasks assigned by the institution/institution meet the specified quality, carry out duties as a lecturer in accordance with the provisions/schedule of activities determined by the institution, participate in decision-making at the institution/institution, generally carry out tasks as well cooperate with superiors/leaders in institutions/institutions. This conducive organizational culture has a positive impact on the performance of lecturers. Organizational culture according to [42] as: "a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.

This understanding implies that organizational culture must be the basis for organizational members to see things, think and act. Culture is seen as something that is informal, namely a way of life and excellence in an organization that binds together and influences what they think about themselves and their work. Organizational culture is formed by members of the organization who influence each other. According to [18], organizational culture "a shared social knowledge within an organization regarding the rules, norms, and values that shape the attitude and behavior of its employees". Organizational culture consists of three components, namely (1) observable artifacts, (2) exposed values and (3) basic underlying assumptions). Based on empirical evidence, the findings of this study indicate that organizational culture has a direct effect on the performance of school principals. Based on the model of the impact of organizational culture on employee performance and satisfaction from [26] which illustrates that organizational culture has a direct effect on performance and job satisfaction, where the stronger the organizational culture, the better the resulting performance or the higher the level of job satisfaction. perceived by members of the organization. In addition, it is also in line with [39] theoretical model on Organizational Culture and Performance which describes that culture (in three parts, namely culture content fits environment, moderately strong culture, and adaptive culture) has a direct effect on corporate performance.

The Effect of Organizational Commitment on Lecturer Performance

The results of the study prove that organizational commitment has a positive and significant effect on lecturer performance, meaning that the higher the organizational commitment, the higher the lecturer's performance and vice versa, the lower the organizational commitment, the lower the lecturer's performance. The results showed that the organizational commitment of lecturers at the former Pekalongan Residency college was classified as high, where the lecturers had a good relationship with the institution/institution where they worked, had a strong commitment to work for the institution/institution, had the enthusiasm to continue working for the institution. / institution, feel proud of the institution / institution where he works, have the confidence not to leave the institution / institution where he works, try to be part of the institution / institution, and provide high loyalty to the institution / institution that has an impact on improving lecturer performance.

Organizational commitment is an important attitude that affects performance. As a work attitude, organizational commitment has a positive function for the organization. This is because in the organization members have a high commitment and have a loyal attitude to their organization so that they have good performance and ultimately affect organizational productivity. In organizations where employees have a high degree of organizational commitment, they will involve themselves in the organization and always try to work on behalf of the organization. In this regard, organizational commitment as an attitude reflects an affective response to the organization as a whole, and not just one particular aspect of work.

This also applies to a lecturer who teaches at a university. As stated by [18], that organizational commitment is the extent to which an employee identifies with the organization and is willing to put forth efforts on its behalf. Noe further explained that lecturers with high organizational commitment will stretch themselves to help the organization through difficult times. On the other hand, lecturers with low organizational commitment have a tendency to leave at the first opportunity for a better job. The influence of organizational commitment on lecturer performance supports a number of theoretical and empirical concepts that have been previously stated that high commitment from organizational members is positively correlated with high motivation and increased performance. In line with research conducted by [6, 39] stated that commitment has a positive and significant influence on performance.

The Effect of Achievement Motivation on Lecturer Performance

The results of the study prove that achievement motivation has a positive and significant effect on lecturer performance, meaning that the higher the achievement motivation, the higher the lecturer's performance and vice versa, the lower the achievement motivation, the lower the lecturer's performance. The results showed that the achievement motivation of lecturers at the former Pekalongan Residency college was classified as high, where the lecturers tried to complete the tasks given by the institution with the best results, had a strong desire to complete the tasks given by the institution/institution, responsible in carrying out the assigned tasks, dare to take risks in carrying out the assigned tasks, evaluate the assigned tasks, try to carry out the obligations of the institution/institution according to ability, apart from being creative, lecturers are also able to carry out the duties of the institution/institution in an innovative manner, which impact on lecturer performance.

Basically every human being wants to excel, to be able to do activities or work that is better, more effective and more efficient than his previous job. Likewise, lecturers who work in carrying out the tasks of the lecture process in the class that are their responsibility basically want to be better, more successful, more accomplished in teaching. A highly motivated person is a person who makes substantial efforts to support the production goals of his work unit and the organization in which he works, while an unmotivated person only provides minimum service in terms of work. There is a strong influence of achievement motivation on the performance of lecturers, then achievement motivation must get attention, because lecturers who excel will do their

best work, do things successfully, are able to complete tasks even though it requires effort and supportive skills, have the desire to be a good person. famous and mastered certain fields, willing to do difficult things with satisfactory results, willing to do something meaningful, and willing to do something better than others.

Achievement Motivation Mediates the Effect of Transformational Leadership on Lecturer Performance

The results of the study prove that the influence of transformational leadership on lecturer performance through achievement motivation has a greater influence than the influence of transformational leadership on lecturer performance directly, so that achievement motivation mediates the effect of transformational leadership on lecturer performance.

Leadership is one element in an organization and has a great influence on the work motivation of subordinates. This is because a leader has a duty to move his subordinates, namely by giving motivation. Even in a higher education institution, a leader has the task of motivating the work of the lecturers so that they are motivated in their work.

The leadership of a rector which is realized through transformational leadership behavior will affect the work done by lecturers. The transformational leadership of a rector who is able to empower existing resources is able to increase the achievement motivation of a lecturer. However, if the leadership of a rector is not able to empower existing resources, it is certain that there will be a decrease in lecturer achievement motivation which results in a decrease in performance.

Achievement motivation is the desire to get something done to achieve a standard of success and to do an effort with the aim of achieving success. The theory of three social motives put forward by McClelland there are three types of motivation that greatly affect human behavior. One of them is the motivation for achievement (achievement motive). People who have high achievement motivation will tend to behave in terms of taking responsibility, seeking feedback, choosing moderate risk, doing something that has an element of challenge and always trying to do things in new ways. Based on the description above, it can be understood that achievement motivation can mediate transformational leadership on lecturer performance

Achievement Motivation Mediates the Effect of Organizational Culture on Lecturer Performance

The results of the study prove that the influence of organizational culture on lecturer performance through achievement motivation has a greater influence than the influence of organizational culture on lecturer performance directly, so that achievement motivation mediates the influence of organizational culture on lecturer performance.

As a form of prevailing norms, organizational culture will shape the pattern of relationships within an organization. A good culture will affect the work of employees, and vice versa if the culture is not comfortable then this will make employees not optimal at work. As is also the case in a higher education institution.

Organizational culture in a conducive college can motivate lecturers to improve their performance so that it can affect their performance results. The indirect effect of organizational culture on lecturer performance through achievement motivation can be explained by a theoretical model of the integrative model of organizational behavior from [13, 26] which describes that organizational culture as part of the organizational mechanism has a direct indirect effect on performance but through motivation which is part of the individual mechanism in the organization.

The organizational culture at the former Pekalongan residency generally upholds the orientation (values) of caring for people, where in dealing with fellow human beings, honest behavior is highly respected as is the culture of society. In addition to this, many of the lecturers in this area do not live around campus, but come from various places of residence far from the campus location. This requires hard work and

high discipline to be able to be present on time at every activity on campus or other activities, so that this becomes a separate culture for lecturers.

Achievement Motivation Mediates the Effect of Organizational Commitment on Lecturer Performance

The results of the study prove that the effect of organizational commitment on lecturer performance through achievement motivation has a greater influence than the influence of organizational commitment on lecturer performance directly, so that achievement motivation mediates the effect of organizational commitment on lecturer performance.

Lecturers are a determining factor for the success of education in universities, especially in carrying out their roles and duties in managing the Tri Dharma program of the college. In order for a lecturer to be able to carry out his duties properly, a lecturer must have a high level of organizational commitment and be loyal to the organization. If a lecturer has a high commitment and has an attitude of loyalty to his organization then this will affect his performance.

Supports a number of theoretical and empirical concepts that have been previously stated that high commitment from organizational members is positively correlated with high motivation and increased performance. Research by [18, 32] states that organizational commitment to continue to work as part of an organization will increase if it is supported by high motivation from employees related to their work. This research is supported by [3, 13] which states that employee motivation has a significant positive effect on commitment as measured by three dimensions of commitment, namely affective commitment, normative commitment, and continuance commitment. [41] shows that motivation is very effective in increasing organizational commitment and employee performance where motivational factors are measured through intrinsic factors (achievement needs and interests) and extrinsic factors (job security, salary, and promotion).

Implication

The implication of this research is that there is a need for great attention to the achievement motivation of lecturers as the main factor that affects the performance of lecturers. Strengthening lecturers' achievement motivation by developing their potential to think creatively and innovatively and like challenges. Lecturer performance can be carried out by carrying out research and journal publications, as well as carrying out community service.

Research Limitations

The research has limitations, where only the perceptions of lecturers at universities in the former Pekalongan Residency were surveyed in this study. The perspectives of instructors, students, and other interested parties are not considered. As such, this may result in potential bias in research. Consequently, it would be helpful if future researchers could examine the perspectives of lecturers and student instructors. As a result, the findings of this study cannot be generalized to all universities in Indonesia. A further limitation is that data is limited to self-report surveys which may yield biased findings, hence future research should use different data collection methods such as observation and interviews.

Conclusion

Based on the results of the analysis and discussion, it can be concluded as follows: Transformational leadership has a positive and significant effect on achievement motivation with an effect of 25.2%. Organizational culture has a positive and significant effect on achievement motivation with an effect of 31.4%. Organizational commitment has a positive and significant effect on achievement motivation with an effect of 36.8%. Transformational leadership has no significant effect on lecturer performance with an effect of 7.9%. Organizational culture has a positive and significant effect on lecturer

performance with an effect of 11.4%. Organizational commitment has a positive and significant effect on lecturer performance with an effect of 13.5%. Achievement motivation has a positive and significant effect on lecturer performance with an effect of 62.5%. Achievement motivation acts as a mediating variable of the influence of transformational leadership on lecturer performance, and the magnitude of the influence of transformational leadership on lecturer performance through achievement motivation with an effect of 15.7%. Achievement motivation acts as a mediating variable of the influence of organizational culture on lecturer performance, with an effect of 19.6%. Achievement motivation acts as a mediating variable for the effect of organizational commitment on lecturer performance with an effect of 3.0%.

References

1. Ramsden, P., *A performance indicator of teaching quality in higher education: The Course Experience Questionnaire*. Studies in higher education, 1991. **16**(2): p. 129-150. DOI: <https://doi.org/10.1080/03075079112331382944>.
2. Berliana, M., N. Siregar, and H.D. Gustian, *The model of job satisfaction and employee performance*. International Review of Management and Marketing, 2018. **8**(6): p. 41.
3. Yuniawan, A. and V.W. Putri, *Developing An Alternative Model for The Relationship Among Social Capital, Adaptive-Integrative Leadership, Competitive Advantage, and Organizational Effectiveness*. International Journal of Civil Engineering and Technology, 2017. **8**(11): p. 52-60.
4. Mohammed, U.D., et al., *The relationship between leadership styles and employees' performance in organizations (a study of selected business organizations in Federal Capital Territory, Abuja Nigeria)*. Leadership, 2014. **6**(22): p. 1-11.
5. Werang, B.R., S.M.R. Leba, and E.A.G. Pure, *Factors influencing teacher absenteeism in the remote elementary schools of Indonesia: Empirical proof from Southern Papua*. International Journal of Management in Education, 2017. **11**(3): p. 223-247. DOI: <https://doi.org/10.1504/IJMIE.2017.084923>.
6. Tsui, K.T. and Y.C. Cheng, *School organizational health and teacher commitment: A contingency study with multi-level analysis*. Educational research and evaluation, 1999. **5**(3): p. 249-268. DOI: <https://doi.org/10.1076/edre.5.3.249.3883>.
7. Thompson, C. and J.B. Gregory, *Managing millennials: A framework for improving attraction, motivation, and retention*. The psychologist-manager journal, 2012. **15**(4): p. 237-246. DOI: <https://doi.org/10.1080/10887156.2012.730444>.
8. Killen, R., *Differences between students' and lecturers' perceptions of factors influencing students' academic success at university*. Higher Education Research and Development, 1994. **13**(2): p. 199-211. DOI: <https://doi.org/10.1080/0729436940130210>.
9. Lievens, F., G. Van Hoye, and B. Schreurs, *Examining the relationship between employer knowledge dimensions and organizational attractiveness: An application in a military context*. Journal of occupational and organizational psychology, 2005. **78**(4): p. 553-572. DOI: <https://doi.org/10.1348/09631790X26688>.
10. Griffith, J.F., et al., *Anterior shoulder dislocation: quantification of glenoid bone loss with CT*. American Journal of Roentgenology, 2003. **180**(5): p. 1423-1430. DOI: <https://doi.org/10.2214/ajr.180.5.1801423>.
11. Elgelal, K.S.K. and N. Noermijati, *The influences of transformational leaderships on employees performance (A study of the economics and business faculty employee at University of Muhammadiyah Malang)*. APMBA (Asia Pacific Management and Business Application), 2015. **3**(1): p. 48-66. DOI: <https://doi.org/10.21776/ub.apmba.2014.003.01.4>.
12. Zameer, H., et al., *The impact of the motivation on the employee's performance in beverage industry of Pakistan*. International journal of academic research in accounting, finance and management sciences, 2014. **4**(1): p. 293-298. DOI: <https://doi.org/10.6007/IJARAFMS/v4-i1/630>.
13. Shahzadi, I., et al., *Impact of employee motivation on employee performance*. European Journal of Business and Management, 2014. **6**(23): p. 159-166.
14. Chao, G.T., P. Walz, and P.D. Gardner, *Formal and informal mentorships: A comparison on mentoring functions and contrast with nonmentored counterparts*. Personnel psychology, 1992. **45**(3): p. 619-636. DOI: <https://doi.org/10.1111/j.1744-6570.1992.tb00863.x>.
15. Juniantara, I.W. and I.G. Riana, *Pengaruh motivasi dan kepuasan kerja terhadap kinerja karyawan koperasi di Denpasar*. E-Jurnal Ekonomi dan Bisnis Universitas Udayana, 2015. **4**(9): p. 611-628.

16. Ericsson, K.A., *The influence of experience and deliberate practice on the development of superior expert performance*. The Cambridge handbook of expertise and expert performance, 2006. **38**(685-705): p. 2-2. DOI: <https://doi.org/10.1017/CBO9780511816796.038>.
17. Razak, A., S. Sarpan, and R. Ramlan, *Effect of leadership style, motivation and work discipline on employee performance in PT. ABC Makassar*. International Review of Management and Marketing, 2018. **8**(6): p. 67.
18. Rivai, R., M.U. Gani, and M.Z. Murfat, *Organizational culture and organizational climate as a determinant of motivation and teacher performance*. Advances in Social Sciences Research Journal, 2019. **6**(2). DOI: <https://doi.org/10.14738/assrj.62.6267>.
19. Churchwell, E., et al., *The bubbling galactic disk*. The Astrophysical Journal, 2006. **649**(2): p. 759. DOI: <https://doi.org/10.1086/507015>.
20. Rothfuss, J., et al., *Deep episodic memory: Encoding, recalling, and predicting episodic experiences for robot action execution*. IEEE Robotics and Automation Letters, 2018. **3**(4): p. 4007-4014. DOI: <https://doi.org/10.1109/LRA.2018.2860057>.
21. Yukl, G. and R. Mahsud, *Why flexible and adaptive leadership is essential*. Consulting Psychology Journal: practice and research, 2010. **62**(2): p. 81. DOI: <https://doi.org/10.1037/a0019835>.
22. Ogawa, R.T. and S.T. Bossert, *Leadership as an organizational quality*. Educational administration quarterly, 1995. **31**(2): p. 224-243. DOI: <https://doi.org/10.1177/0013161X95031002004>.
23. Stogdill, R.M., *Leadership, membership and organization*. Psychological bulletin, 1950. **47**(1): p. 1. DOI: <https://doi.org/10.1037/h0053857>.
24. Andriani, S., N. Kesumawati, and M. Kristiawan, *The influence of the transformational leadership and work motivation on teachers performance*. International Journal of Scientific & Technology Research, 2018. **7**(7): p. 19-29.
25. Schein, E.H., *Organizational Culture: What it is and How to Change it*, in *Human resource management in international firms*. 1990, Springer. p. 56-82. DOI: https://doi.org/10.1007/978-1-349-11255-5_4.
26. Sun, S., *Organizational culture and its themes*. International Journal of Business and Management, 2008. **3**(12): p. 137-141. DOI: <https://doi.org/10.5539/ijbm.v3n12p137>.
27. Jaskyte, K., *Transformational leadership, organizational culture, and innovativeness in nonprofit organizations*. Nonprofit Management and Leadership, 2004. **15**(2): p. 153-168. DOI: <https://doi.org/10.1002/nml.59>.
28. Cooke, R.A. and D.M. Rousseau, *Behavioral norms and expectations: A quantitative approach to the assessment of organizational culture*. Group & Organization Studies, 1988. **13**(3): p. 245-273. DOI: <https://doi.org/10.1177/105960118801300302>.
29. Jaskyte, K. and A. Kisieliene, *Organizational innovation: A comparison of nonprofit human-service organizations in Lithuania and the United States*. International Social Work, 2006. **49**(2): p. 165-176. DOI: <https://doi.org/10.1177/0020872806061220>.
30. Reichers, A.E., *A review and reconceptualization of organizational commitment*. Academy of management review, 1985. **10**(3): p. 465-476. DOI: <https://doi.org/10.5465/amr.1985.4278960>.
31. Mowday, R.T., *Reflections on the study and relevance of organizational commitment*. Human resource management review, 1998. **8**(4): p. 387-401. DOI: [https://doi.org/10.1016/S1053-4822\(99\)00006-6](https://doi.org/10.1016/S1053-4822(99)00006-6).
32. Meyer, J.P. and N.J. Allen, *Organizational commitment*. Personnel psychology and human resource management: A reader for students and practitioners, 2001: p. 289-342.
33. Arifin, Z., A. Rivai, and A. Sodikin, *The Effect of Organizational Commitment and Integrity on Employee Performance through Motivation PT. Parsariran*. IOSR Journal of Business and Management (IOSR-JBM), 2018. **20**(7): p. 2332.
34. Hayati, K. and I. Caniago, *Islamic work ethic: The role of intrinsic motivation, job satisfaction, organizational commitment and job performance*. Procedia-Social and Behavioral Sciences, 2012. **65**: p. 1102-1106. DOI: <https://doi.org/10.1016/j.sbspro.2014.05.148>.
35. Sungur, S. and B. Senler, *Students' achievement goals in relation to academic motivation, competence expectancy, and classroom environment perceptions*. Educational Research and Evaluation, 2010. **16**(4): p. 303-324.
36. Kholisiyah, R.N. and M. Indriayu, *Achievement motivation analysis of outstanding students in learning writing at primary schools*. International Journal of Educational Methodology, 2018. **4**(3): p. 133-139. DOI: <https://doi.org/10.12973/ijem.4.3.133>.
37. Daniels, R.L. and J.P. Stevens, *The interaction between the internal—external locus of control and two methods of college instruction*. American Educational Research Journal, 1976. **13**(2): p. 103-113. DOI: <https://doi.org/10.3102/00028312013002103>.

38. Elliot, A.J. and T.M. Thrash, *Achievement goals and the hierarchical model of achievement motivation*. Educational psychology review, 2001. **13**(2): p. 139-156.DOI: <https://doi.org/10.1023/A:1009057102306>.
39. McClelland, D.C., *Managing motivation to expand human freedom*. American psychologist, 1978. **33**(3): p. 201.DOI: <https://doi.org/10.1037/0003-066X.33.3.201>.
40. Alwin, D.F. and R.M. Hauser, *The decomposition of effects in path analysis*. American sociological review, 1975: p. 37-47.DOI: <https://doi.org/10.2307/2094445>.
41. Raveendran, T. and A.S. Gamage, *Impact of leadership styles on employee performance: a review of literature*. Journal of Business, 2018. **5**: p. 2.DOI: <https://doi.org/10.4038/jbs.v5i2.37>.
42. Young, D.W., *The six levers for managing organizational culture*. Business Horizons, 2000. **43**(5): p. 19-28.DOI: [https://doi.org/10.1016/S0007-6813\(00\)80005-1](https://doi.org/10.1016/S0007-6813(00)80005-1).