Determinants of Work Motivation and it's Implication on Performance of Permanent Lecturers of Private Universities with Accreditation Institution A in Kopertis Region III

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ABSTRACT

The purpose of this study was to determine and analyse the determinants of work motivation and implication on the performance of Permanent Lecturer Private University with Accreditation Institution A in Kopertis Region III. The method used was quantitative research. The study population was all Permanent Lecturer Private University With Accreditation Institution A in Kopertis Region III totally 4225 people, with sample of research 365 respondents that was taken using proportional random sampling technique. Data were collected through research instruments to validity test of instrument using Kaiser-Meyer-Olkin technique and to reliability test of instrument using Alpha Cronbach technique. While data analysis using structural equation model. The result showed that leadership, organizational culture, and work engagement had both positive and significant influence on work motivation both partially and simultaneously. The most dominant variable that influences work motivation is leadership. Furthermore, partially and simultaneously exogenous variables of work motivation as a mediating variable have positive and significant influence on Performance of Permanent Lecturer Private University with Accreditation Institution A in Kopertis Region III with contribution 81%, while the rest is contributed by other variables that was not observed. The most dominant variable that influences performance is organizational culture, while leadership and organizational culture directly influence on performance and need to be considered and enhanced to improve employee performance of permanent lecturers.

Keywords: Leadership, Organizational Culture, Performance Lecturer, Work Engagement, Work Motivation
JEL Classifications: M12, M54, N75

1. INTRODUCTION

According to (Cahyo, 2017) one form of evaluation that has been carried out at this time is to conduct accreditation to the study program of higher education providers implemented by an independent institution, namely the National University Accreditation Board (BAN-PT). This institution was formed by the Minister of Education and Culture in 1994 with the task of conducting accreditation of study programs in universities consisting of universities, institutes, colleges, colleges and polytechnics. At the beginning of its formation, BAN-PT had decided to prioritize the study program accreditation on the grounds that the study program determined the quality of educational outcomes and the fact that the level of quality of the

study program varied. Study program accreditation assesses the evaluation process and assesses comprehensively the performance of the study program on the quality and implementation capacity of Tri Dharma in Higher Education which is elaborated in a number of accreditation standards and their parameters, in order to determine the feasibility of the study program in implementing its academic program.

The Directorate General of Higher Education also stated that the assessment of the implementation of accreditation standards was packaged in 7 (seven) accreditation standards, namely: (1) Vision, mission, goals and objectives, and achievement strategies, (2) Governance, leadership, management and quality assurance systems, (3) students and graduates, (4) human resources (HR),

(5) curriculum, learning and academic atmosphere, (6) financing, facilities and infrastructure, and information systems, (7) research and service/community service and cooperation (Dew et al., 2007). To fulfil the seven accreditation standards, private universities as an organization must be able to prepare various things, one of which is the existing HR so that they are ready and able to face these challenges.

Universities as one of the organizations that play a role in producing output in the form of high quality students must be able to develop their workers to support the achievement of these goals. Among college workers, lecturers as the spearhead are workers who play a very vital role. Lecturers who interact directly with students as consumers who enjoy higher education services as an institution that serves the needs of students to gain knowledge and skills.

Based on Law Number 12 of 2012 concerning the Education System in Indonesia, it is managed by the Government and the Private Sector, where State Universities are managed by the Government and Private Universities managed by the public (Private). In a university there are faculties, where faculties are administrative parts. But in general the faculty is a department in Higher Education which consists of a number of fields.

In line with some of the descriptions above it can be seen that the importance of Accreditation for Higher Education institutions. Higher Education Institution Accreditation (AIPT) is a comprehensive evaluation and evaluation process of the University's commitment to the quality and capacity of implementing the Tri Dharma of Higher Education program, to determine the appropriateness of programs and education units. Evaluation and assessment in the framework of institutional accreditation is carried out by a team of assessors consisting of peer experts and/or experts who understand the nature of university management. Decisions regarding quality are based on evaluating and evaluating various evidences related to standards that are set and based on reason and consideration of peer experts. The necessary evidence includes written reports prepared by Higher Education institutions that are accredited, verified and validated through field visits or assessments of assessors to the location of Universities.

To realize an organization or in this case a university is not the least time can produce a Higher Education Institution Accreditation in Kopertis Region III DKI Jakarta, where from PTS in Jakarta only 5 PTS can be accredited Institution A.

2. THEORETICAL BACKGROUND

2.1. Lecturer Performance
Ahmad and Rashid (2016) further said that performance can be seen as a process or a result of work. Performance is a process of how work takes place to achieve work. However, the results of the work itself also show performance. Harwiki (2016) explains that performance is the quantity and or quality of the work of individuals or groups within the organization in carrying out the main tasks and functions that are guided by the norms, standard operating procedures, criteria and measures that have been set

or that apply in organization. According to Sok and O'Cass (2011), performance or performance is a depiction of the level of achievement of the implementation of an activity program or policy in realizing the goals, objectives, vision and mission of the organization as outlined in an organization's strategic planning.

Specialists (2011) argues that performance is the result of organizational work, which is done by employees as well as possible in accordance with the instructions (manuals), directives given by leaders (managers), competence and ability of employees in developing reason in work. Based on the description above can be synthesized the performance of lecturers is the work of someone in quantity, quality, and time achieved and the costs used in carrying out their duties according to the responsibilities given to him. The lecturer performance dimensions are education and teaching, research, and community service Indicators of the dimensions of education and teaching include: (1) The vision and mission of the college, (2) the preparation of SAP according to needs, (3) communication with tools, (4) evaluation of learning. Indicators of the dimensions of research include: (1) Conducting research, (2) producing scientific works in the form of journals/ textbooks/textbooks. Indicators of the dimensions of community service include: (1) Preparing service programs, (2) providing counselling, (3) involving students (Samian and Noor, 2012).

2.2. Work Motivation
In management science discussion about motivation has an important position. This is because the concept of motivation can have a big influence on the progress and movement of an organization in the future. An organization at the beginning or even when the organization is experiencing problems then motivation has a position in positioning itself as a part that is able to overcome all of that, because motivation is a spirit. For each individual actually has a motivation that is able to be a spirit in spurring and fostering working spirit in work. The spirit possessed by a person can be derived from himself or from outside, where both forms will be better if both of them together contribute to motivating someone (Lecturer, 2018).

Wang et al. (2016) describes theories that study a person's motivation include classical theory, behavioral theory, and contemporary theory. According to Smith and Miner (1983) in a managerial manner, this motivating task was carried out by their department leaders, ranging from the lowest, middle to upper levels. The role of the leader is none other than to increase employee motivation (Saluy and Treshia, 2018).

Based on the description above can be synthesized work motivation is an effort or interest that encourages the spirit of a person, both from within him and from outside himself in order to be able to do the work given to him optimally and can achieve his expectations and organizational goals. The dimensions of work motivation are interests and expectations. Indicators of the dimensions of interest include: (1) The convenience of working, (2) solidarity in work, (3) work that is appropriate to their fields. While the indicators of the expectation dimension include: (1) Expectations of the work atmosphere, (2) expectations of appreciation, (3) the attention of the leader.

2.3. Leadership

The definition of leadership broadly includes the process of influencing in determining organizational goals, motivating followers' behavior to achieve goals, influencing to improve their groups and culture. It also influences the interpretation of the events of his followers, organizing and activities to achieve goals, maintaining cooperative relationships and group work, obtaining support and cooperation from people outside the group or organization.

Jin et al. (2016) outlines several theories about transformational or inspirational leadership based on the ideas of (Bass and Avolio, 2013), but there has been more empirical research on the version of the theory formulated by (Bass and Avolio, 2013) than other versions. The essence of the theory is the difference between transformational leadership and transactional leadership.

Transformational and transactional leadership behavior is explained in terms of two broad categories of behaviors, each of which has a special subcategory. The taxonomy is mainly recognized by factor analysis of the behavioral picture questionnaire called the "multifactor leadership questionnaire." The original formulation of the theory according to (Gençer and Samur, 2016) includes three types of transformational behavior: Ideal influence, intellectual stimulation, and individual consideration. An ideal influence is behavior that evokes strong emotion and identification of followers towards the leader. Intellectual stimulation is a behavior that increases followers' awareness of problems and influences followers to view problems from a new perspective. Individual considerations include providing support, encouragement, and training for followers. A revision of the theory has added other transformational behaviors called "inspirational motivation" which includes delivering an interesting vision, using symbols to focus subordinate efforts, and modeling appropriate behavior (Bass and Avolio, 2013).

The initial formulation of the theory includes two types of transactional behavior related rewards and passive management with the exception. Other transactional behaviors called "active management with exceptions" have been added in the latest version of this theory (Bass and Avolio, 2013). This behavior is defined in terms of finding fault and implementing rules to avoid mistakes. A newer version of this theory also includes laissez faire leadership. While (Kao and Tsai, 2016), a leader who has succeeded in developing his leadership values an organization values a leader who has entered the leadership's culture stage.

Based on the theories described above, researchers synthesize leadership is the ability to lead shown by superiors and perceived by subordinates to achieve organizational goals. The dimensions of leadership are transformational leadership and transactional leadership. Indicators of the dimensions of transformational leadership include: (1) Respecting rights and obligations, (2) effective communication, (3) giving attention, (4) objective attitudes, (5) positioning subordinates as partners and (6) clarity of responsibilities for work. While indicators of the dimensions of transactional leadership include: (1) The ability to govern subordinates, (2) firmness in decision making, and (3) position themselves.

2.4. Organizational Culture

In general, individuals are motivated by a culture that influences their behavior. Culture requires individuals to behave and give instructions to them about what must be followed and learned. This condition also applies in an organization. How employees behave and what they should do is much influenced by the culture adopted by the organization.

Bass and Avolio (2013) describes that in general the concept of organizational culture is divided into two schools of thought (mazhab - ideational and adaptations school). Ideational school first school is more about the culture of an organization than what is shared (understood, imbued and practiced together) members of a community/community. The second school, adaptations school sees the culture of what can be observed both from organizational structures such as the architecture/spatial structure of an organization's physical structure and from the people involved in it such as behavior patterns and the way they communicate.

Eisenberger and Stinglhamber (2011) explain that organizational culture is what employees feel and how these perceptions create a model of trust, values, and expectations. Culture as a model of basic acceptance when found or developed by a particular group as an effort to learn to overcome problems of external adaptation and internal integration that have worked smoothly enough to consider legal and therefore, to teach new members as a way the right to feel, think, and feel in relation to problems.

Harwiki (2016) describes in general the elements of organizational culture consisting of two main elements, namely idealistic elements and behavioral elements. Lecturer (2018) describes work culture or said organizational culture is a habit and behavior of individuals or groups in the organization that need to be developed, by building mutually beneficial relationships between companies and stakeholders, to gain support from stakeholders in the process of optimizing efficiency.

Based on the description above can be synthesized organizational culture is a system of meaning and belief with all members of the organization so as to make the character of an organization in determining the majority of members to act. The dimensions of organizational culture are artefacts, adopted norms and basic assumptions. Indicators of the dimensions of the artefact include: (1) Atmosphere in the workplace, (2) physical buildings. Indicators of the adopted norm dimensions include: (1) Work strategy, (2) work philosophy. While indicators of basic assumption dimensions include: (1) Fundamental perceptions of the organization, (2) the purpose of the organization's establishment.

2.5. Work Engagement

There are several definitions of attachment or better known as engagement, Institute of Employment Studies (Suharianto and Effendy, 2011) describe attachment as a positive attitude towards the company. Andiyasari and Ardiningtiyas (2010) further revealed that employee engagement is an employee's attachment where they have high work enthusiasm which implies that employees really care about their work and company simultaneously. They not only work for salaries or only for promotion but far more than

that they work on behalf of organizational goals. However, in each company there are several types of employees as stated by Gallup, classifying employees as not engaged, actively disengaged, engaged employees. Understanding of engagement shows how high the employee's engagement with the company and the work environment. This attachment is believed to have a major effect on the performance displayed by employees. The most ideal condition for the company, of course, if all employees are engaged.

Barth et al. (2005) state that work attachments are basically influenced by two things, namely the job demand-resources (JDR) and psychological capital (psychological capital) models. JDR capital includes several aspects such as physical, social and organizational environment, salary, opportunities for career, supervisor support, and co-workers. While psychological capital includes optimistic self-confidence, expectations about the future, and resilience. Employee engagement as an employee's appreciation of goals and concentration of energy, which arises in the form of initiative, adaptability, effort, and persistence that leads to organizational goals.

Approach related to employee engagement according to Fletcher et al. (2014) emphasizes the importance of feeling valued and involved as a key driver of attachment. Al Mehrzi and Singh (2016) describes to be able to survive, the organization will certainly try to increase its productivity, one of which is by emphasizing the concepts of positive organizational behavior and generating positive emotions, such as work engagement or work attachment (Memon et al., 2016) Workers who are bound will show energetic behavior, be positively connected with their work, and feel that they are doing their work effectively (Grant, 2012). Several studies have shown that work attachments are positively related to high performance (Mather and Seifert, 2011) and low turnover (Maertz et al., 2007).

Based on the description above can be synthesized work attachment is a feeling that grows in a person due to attachment to work by having a high dedication and commitment to do things well. The dimensions of work attachment are dedication and absorption. Indicators of the dimensions of dedication include: (1) High expectations about work, (2) making good opportunities at work, (3) providing education as the main goal, (4) commitment between friends in teaching quality, (5) has a sense of progress and development in the workplace. While the indicators of the absorption dimension include: (1) The presence of praise, (2) the care of colleagues, (3) there are friends who work in the profession, (4) there are opinions that are often accepted.

3. METHODOLOGY

The method used in this research is descriptive and verification methods. Ingenbleek and van der Lans (2013) explains that descriptive research aims to accurately describe the characteristics of an individual, circumstances, symptoms, or certain groups or to determine the frequency or spread of a symptom or the frequency of a particular relationship between symptoms and symptoms others in society. While (Sofiati and Limakrisna, 2017) describes that the verification method is checking whether or not

it is explained to test a method with or without improvements that have been carried out in other places by overcoming problems similar to life.

Based on the background described previously, that the subject matter studied was based on three things: Leadership, organizational culture and work attachment as independent variables, as well as work motivation and lecturer performance as dependent variables. The research instruments are questionnaires arranged using interval scale. Yi and Gong (2013) explains that interval scales have nominal (classification) and ordinal (sequence) characteristics and that there are equal intervals or use equal spacing between members. Heblich and Slavtchev (2014) added that in social research, Likert scale as a scaling technique is widely used primarily to measure attitudes, opinions or perceptions of a person about him or his group or a group of people related to a matter.

Bridson et al. (2013) explains that the unit of analysis studied is population (population), also called universe, universe, and universe of discourse. Population is the total number of all units or elements in which the investigator is interested. Population is all units from which the sample is selected. In connection with the study population, the population in this study were all permanent lecturers of Private Universities with Institutional Accreditation A in Kopertis Region III. totaling 4225 people.

In connection with the research sample, (Siahaan et al., 2016) describes the sample as a subset or each part of the population based on whether it is representative or not. The sample is a selected part of the population. As for determining the number of samples, the researcher used the Slovin formula.

As for the sampling technique used in this study is probability sampling using proportional random sampling. To determine the size of the sample at each Private Higher Education is carried out with proportional allocation. Referring to the existing population of 4225 people then the number of samples selected for this study was 365 respondents who were taken using proportional random sampling technique.

4. RESULTS AND DISCUSSION

4.1. Results
Data analysis used in this study is structural equation model (SEM) by first testing its dimensions with confirmatory factor analysis (CFA). The SEM model will also be analysed by the goodness of fit method to obtain and evaluate the suitability of the proposed model. After knowing all the results of data processing, then it will be discussed and the last is to test the hypothesis to draw conclusions, managerial implications and suggestions. Before analysing the research data, the research instrument was first tested to obtain a valid and reliable questionnaire.

SEM analysis in this study uses a two-step approach. The first stage is done by specifying a hybrid or full model as a CFA mode (CFA) so that the CFA model from each construct can be obtained. The CFA model can be accepted if it has a match model data, good

validity and reliability (Wijanto, 2008. p. 69). The first stage in SEM is often referred to as the construct measurement model.

The second phase of the two-step approach is to combine CFA from each construct that can be accepted into one overall model (hybrid model) or full model to be estimated and analysed to see the overall suitability of the model and an evaluation of the structural model so that a full model can be obtained. Be accepted. The second stage in SEM is often referred to as a structural measurement model.

This verification analysis aims to find out and test the influence of leadership, organizational culture and work attachments on work motivation and lecturer performance. Parameter estimates and model accuracy tests were carried out through statistical analysis using SEM with a total sample of 365 respondents.

After conducted testing construct variable, so continue to the testing of hypotheses causality between variable the result of which is presented in figure the following:

$$\eta_1 = \gamma_{11}\xi_1 + \gamma_{21}\xi_2 + \gamma_{31}\xi_3 + \zeta_1$$

With the dependent variable for work motivation formulated influenced by leadership, culture of the organization and work attachment. For more details can be seen in Figure 1 follows.

Based on a Figure 1 causality variables reaches as high as leadership that we are doing, the culture of the organization have influence on motivation of the creation was employment was the results of the equations of:

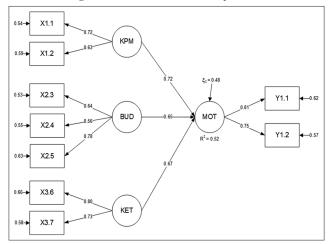MOT = 0.72*KPM+0.65*BUD+0.67*KET error variable=0.48, R2 =0.52

With using three dependent variables the performance of lecturers who diformasikan influenced by the fact that leadership that we are doing, the culture of the organization, bound by these loans sell motivation of the creation was kerjadan best work inside the box. For more details that equation is presented in Figure 2.

Based on a Figure 2 causality variables reaches as high as leadership that we are doing, the culture of the organization as well as bound by these loans sell much of his best work best work inside the box and motivate these pay rises on performance he got from his lecturers is the result of the equations of

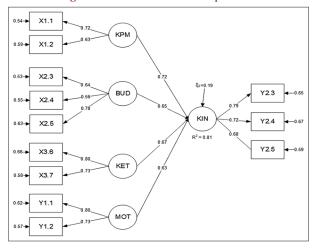KIN=0.68*KPM+0.77*BUD+0.56*KET+0.63*MOT error variable = 0.19, R2 = 0.8

In the model research it consists of exogen variable leadership, organizational culture and work attachment, variable mediation work motivation and variable endoge n performance lecturers. Is the direct variable leadership, organizational culture, attachment kerjadan work motivation on performance lecturer and also by mediation variable work motivation. The influence of was counted of the value of the coefficients the based on the partial above, while the mediation calculated based on multiplication between the coefficients the exogen variable to work motivation

Figure 1: The structure of the equation 1

Source: Output results lisrel processing

Figure 2: The structure of the equation-2

Source: Output results lisrel processing

and coefficients the work motivation on performance lecturers. The influence of total calculated based on the calculation of total or sum from the influence of direct and influence mediation.

5. DISCUSSION

Discussion of the result of this research on the formulation the problem, research purposes and results that hypothesis. For testing was definitely in the discussion is trying express problems leadership, organizational culture, work and motivation work attachment and performance lecturer remain private universities accreditation institutions with a in Kopertis area III. Every variable in this research has been tested described her hypothesis before and the results described in the affirmation empirical us back. The methodology was previously described us descriptive and explanatory describing pertaining to the description and influence leadership, organizational culture, works and work attachment motivation and performance lecturer in development with equity should be clear under discussion is both a partial and simultaneously or together, to further can be listened on the following sections.

6. THE INFLUENCE OF LEADERSHIP, ORGANIZATIONAL CULTURE AND ATTACHMENT TO WORK TOGETHER TO WORK MOTIVATION

Variable leadership and work motivation are a positive relationship at the level of (0.72), it means there was a correlation in line if leadership increased impact on work motivation including work motivation. Variable organizational culture and motivation of work are a positive relationship at the level of (0.65), mean there are cultural relations organization in line if increased to depend on the work we are preparing work motivation. Variable work attachment and motivation of work are a positive relationship at the level of (0.67), mean there are the relationship in line if an elevated work attachment to depend on the work we are preparing work motivation (Halbesleben and Wheeler, 2008).

The result of this research show that leadership, culture of the organization and attachment of a work as together significant impact on work. Relationship motivation this can be interpreted that change work motivation influenced by variable leadership, culture and variable work attachment organization (Harwiki, 2016).

The implications of the fact this empirical research showing that if well done leadership, culture of the organization and work attachment the higher the level of work motivation. variable leadership, culture of the organization and work attachment proven to depend on the work motivation. Variable leadership in fact provides the influence of large 0.72 against motivation with a value of work than other variables. The contribution of variable leadership, organizational culture and variable of work attachment with 0.52 on motivation. While the rest 0.48 is the variable that exert influence over work but not motivation subjects in this study.

The implications of the recommended that the variable leadership, culture and variable of organization, work attachment, work motivation. The data and the facts show that the variable of leadership most influential motivation to work. This must be transformational and transactional leadership (Jin et al., 2016).

7. THE INFLUENCE OF LEADERSHIP, ORGANIZATIONAL CULTURE AND WORK ATTACHMNENT AND WORK MOTIVATION ON PERFORMANCE OF LECTURERS

The effect of leadership on lecturer performance have a positive influence at the level of 0.68, that is in line if the leadership increased influences lecturer performance. Organizational culture have positive influence on lecturer performance at the level of (0.77), its mean there are the relationship in line if increased to depend on the organization culture.

The work attachment have a positive on lecturer performance at the level of 0.56, that is in line attachment relations if an elevated work influences academic performance. The work motivation have a positive on lecturer performance at the level of 0.63, that is in line if the motivation an elevated work influences lecturer performance.

The contribution of leadership, culture and work attachment on the lecturer performance via motivation as much as 0.81. While the rest 0.19 is the variable that exert influence over the performance of lecturers but not investigated in this study. The result of this research show that leadership, culture of the organization and work attachment, also motivation of a work as simultaneous have had a positive impact and significant on the lecturer performance. The relationship can be interpreted that the lower-than-expected from his lecturers influenced by leadership, culture of the organization and work attachment, also work motivation.

The implications of the recommended that the leadership, culture, work attachment can be improving the lecturer performance. The data and the facts show that the organizational culture influential the greatest on lecturer performance (Eisenberger and Stinglhamber, 2011; Harwiki, 2016; Lecturer, 2018).

8. CONCUSIONS

It was found that to increase work motivation, especially for the dimension of interest, was determined by the dominant leadership variable among other exogenous variables, with the dimensions of transformational leadership in achieving increased work motivation of permanent lecturers of Private Universities with Institutional Accreditation A in Kopertis Region III: As for the contribution of the three exogenous variables (leadership, organizational culture and work attachments) is 52% and the remaining 48% is contributed by other variables that the researcher does not observe.

It was found that the performance of lecturers in particular the dimensions of education and teaching can be improved directly by applying organizational culture variables to the basic assumption dimensions, so that the lecturers' performance needs to be considered the fundamental perceptions of the organization and the purpose of the organization's establishment to achieve the improvement of the performance of permanent lecturers in Higher Education Private with Institutional Accreditation A in Kopertis Region III. The contribution to the 4 variables (leadership, organizational culture and work attachments and work motivation) is 81% and the remaining 19% is contributed by other variables that are not observed.

Based on the research paradigm and conceptual framework, exogenous variables, namely leadership, organizational culture, work attachments and endogenous variables of work motivation and lecturer performance. Based on the results of testing and analysis that leadership, organizational culture and work attachments together have a positive and significant effect on work motivation and lecturer performance. This means that the level of work motivation and performance improvement of lecturers can be built up if leadership focuses on transformational leadership, organizational culture with a focus on basic assumptions and work attachments by focusing more on dedication. This can be

meaningful for further researchers to do further research through a broader concept and theory approach to the relationship of these variables. In subsequent studies it is expected that researchers are able to study other variables that can mediate lecturer performance such as satisfaction, compensation and lecturer commitment.

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