



THE INFLUENCE OF ORGANIZATIONAL CULTURE, SELF-EFFICACY, WORK MOTIVATION AND JOB SATISFACTION ON THE PERFORMANCE OF UMN AL-WASHLIYAH LECTURERS IN MEDAN

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Abstract

This study aims to answer several hypotheses about the direct influence of organizational culture, self-efficacy, work motivation, and job satisfaction on work motivation, job satisfaction, and lecturer performance. The research technique used proportional random sampling to a sample of 152 of 246 lecturers UMN Al-Washliyah Medan, with research instruments using questionnaires with the scale Likert. Then the data is processed and analyzed with path analysis, thus producing an analysis with a coefficient of path 0.30 on the direct influence of organizational culture on work motivation, path coefficient 0.43 on the direct influence of self-efficacy on work motivation, path coefficient 0.47 on the direct influence of organizational culture on job satisfaction, coefficient of path 0.28 on the direct influence of self-efficacy on job satisfaction, path coefficient 0.22 on the direct influence of organizational culture on performance, the coefficient of line 0.15 on the direct influence of self-efficacy on lecturer performance, the coefficient of line 0.23 on the direct influence of work motivation on lecturer performance, and the coefficient of path 0.28 on the direct influence of job satisfaction on lecturer performance. From the results of the analysis, to improve the performance of lecturers need to be made various efforts, among others, by improving organizational culture, self-efficacy, work motivation, and job satisfaction.

Keywords: *Organizational Culture, Self Efficacy, Job Satisfaction, Work Motivation, and Lecturer Performance*

A. Introduction

Universitas Muslim Nusantara Al-Washliyah is a higher education institution that serves to develop science and technology and develop an innovative, responsive,

creative, skilled, competitive, and cooperative academic community through the implementation of tridarma. Higher education is part of the national education system that has a strategic role in educating the life of the nation, advancing science, and technology by paying attention to and applying humanities values and sustainable cultivation and empowerment of the Indonesian nation. In carrying out this, lecturers have an important role in transforming, developing, and disseminating science, technology and art that is applied through the implementation of college tridarma, in the form of education, research, and community service.

(Sutrisno & Suryadi, 2016, p. 215) Confirmed to be able to carry out tridarma duties well, lecturers must have academic qualifications and competencies of educators, healthy physical and spiritual, and have the ability to conduct education in order to fulfill graduate learning achievements. Therefore, the good performance of lecturers in the implementation of tridarma tasks of universities is a very decisive factor for the success of universities in carrying out their mission to produce graduates who can meet the needs of the world of work.

Based on preliminary studies conducted at the Muslim University of Nusantara Al-Wasliyah in Medan it can be known that some of the lecturers do not fully carry out scheduled face-to-face in their learning, and are less active in conducting research and community service activities. In accordance with the basic assumption of science that the low performance of lecturers does not occur without causal factors.

Theoretically, there are two factors that cause the performance of lecturers not in accordance with expectations, namely internal factors (individuals) and external factors (organization and environment). If individual factors are weak and organizational and environmental factors are not supportive, it becomes a cause of low individual performance. In contrast to Castetter's explanation, (Robbins & Judge, 2003, p. 241) that performance is influenced by 3 (three) factors, namely ability, motivation, and opportunity. Individual performance will be better, if the ability is high, high motivation, and enough opportunities to do the job. Mathis and Jacson in Purba (Purba, 2009, p. 10) explain that talent, interests, innovation, personality, training and development, equipment and technology, work standards, management and co-workers, motivation and work ethic directly affect individual performance. This description describes various factors that influence the ups and downs of performance, where a person's performance depends on their talent, interests, motivation, personality, self-efficacy, and work ethic.

Another factor that contributes to individual performance is the presence of job satisfaction. Satisfaction in the individual also supports the smooth running of the organization, therefore it is necessary to affirm job satisfaction related to the performance of individuals in an organization so that the entire series of organizational activities can run well and smoothly. Individual job satisfaction needs to be maintained and even improved at the desired level. Job satisfaction positively affects individual performance improvement in an organization.

There are two theories that provide different explanations for the factors that influence performance. Colquitt explain through the Organizational Behavior Integration Model that organizational culture indirectly affects organizational performance and commitment through job satisfaction, stress, motivation, trust, fairness, ethics, learning, and decision making (Colquitt, Lapine, & Wesson, 2009, p. 8). Furthermore, Robbins and Judge through the Organizational Cultural Relationship Model with Performance and Satisfaction explained that organizational culture directly influences performance (Robbins & Judge, Organizational Behavior, 2011, p. 608). Based on the explanation of organizational behavior integration model, it can be known that performance is not directly influenced by organizational culture, while the Organizational Cultural Relationship Model with Performance and Satisfaction explains that performance is directly influenced by organizational culture. The difference in explanation of the two theories is the gap in the explanation of factors that influence performance, so it needs to be researched in order to get empirical support.

Based on some research results can be confirmed that job satisfaction is an important factor for performance improvement. Symptoms of low job satisfaction can result in low quality of work, slow work, lack of work, moving jobs, behaving negatively towards the organization. The high job satisfaction desired by the members of the organization can be attributed to the positive results expected by the employees. High job satisfaction is a sign that the organization is well managed so that there is improvement and quality of work.

From the picture above shows that the performance of lecturers at UMN Al-Washliyah Medan needs to get serious attention in order to improve the quality of education. The selection of UMN Al-washliyah as a place of research, because of the tendency and the majority of problems in UMN Al-Washliyah Medan related to the problems of lecturer performance, organizational culture, self-efficacy, work motivation, and job satisfaction. While this research is focused on the performance of UMN lecturers Al-Washliyah Medan.

B. Method

The method used in this research is called the survey method. Looking at the problems studied, this type of survey research belongs to the research category "*explanatory or confirmatory* ", namely research that explains causal relationships and hypothesis testing (Singarimbun & Efendi, 1989, p. 4) *This research includes expose factors that are causal*, because the purpose of this research is to uncover causality relationships between research variables, namely: organizational culture, *self-efficacy*, work motivation and job satisfaction to the performance of lecturers. The data collected in this study are the facts of the symptoms of the five variables without being given special treatment of these variables.

To obtain data on organizational culture variables, variables of self-efficacy, work motivation, job satisfaction variables, and the performance of lecturers used indirect

data collection techniques that is with. In descriptive research, concepts or constructs of variables are described into questions and statements in questionnaires. This enables the collection of empirical data relevant to an analysis.

The procedure used to measure all the variables studied is the Likert method. This method is to express the respondent's feelings towards his work by choosing the alternative answers that are already available. Although the procedures used are the same, alternative answer options and indicators differ between instruments to measure variables with each instrument to measure other variables.

The preparation of the instrument statements considers the ease of filling by respondents, so that the preparation pays attention to several important things, among others: (a) avoiding dubious or ambiguous statements, (b) avoiding words that are too abstract, (c) not using suspicious words or antipathy.

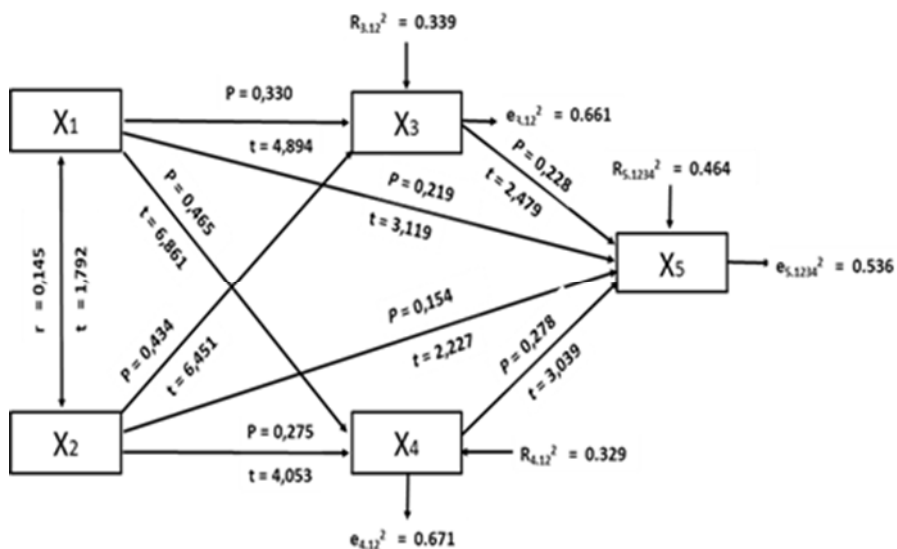
To find out the accuracy of the instruments used in this research, testing is carried out to obtain the validity of the instrument. A valid instrument is obtained by performing a content validity analysis, and construct validity. In its implementation sought internal consistency and discarded the details of weak statements, so that obtained a good questionnaire batteries and qualified to be used as a research data collection tool.

Then the data is described by using descriptive statistics, which is done using the help of *spss for Windows* program application version 21. Through the use of statistics obtained average score (*mean*), median, mode, standard deviation, and variance of each variable so that the research variable data can be described in question.

C. Results and Discussion

1. Research Results

After calculation of the path analysis with two models, i.e. (1) the influence of organizational culture (X_1) on work motivation (X_3), (2) the influence of self-efficacy (X_2) on work motivation (X_3), (3) the influence of organizational culture (X_1) on job satisfaction (X_4), (4) the influence of self-efficacy (X_2) on lecturer job satisfaction (X_4), (5) influence of organizational culture (X_1) on lecturer performance (X_5), (6) influence of self-efficacy (X_2) on lecturer performance (X_5), (7) the influence of lecturer work motivation (X_3) on lecturer performance (X_5), (8) the influence of job satisfaction (X_4) on lecturer performance (X_5). After the calculation using statistical application, the results of analysis of the structure of the test model are obtained as follows:



From the calculation of the path analysis directly in the previous model analysis, the influence of organizational culture on lecturers' work motivation is 0.33. The t_{count} coefficient value of 4.89 is greater than the $t_{table} \alpha_{(0,05)} = 1.98$ and the $t_{table} \alpha_{(0,01)} = 2.61$. Hence the first hypothesis that there is no direct influence of organizational culture on work motivation or referred to as H_0 is rejected.

Thus, the results of the first hypothesis analysis provide findings that organizational culture is very significant direct influence on the work motivation of lecturers. This means that the better the organizational culture that occurs in the form of innovation and risk-taking, attention to detail, orientation of results, orientation of people, orientation of the team, aggressiveness, and stability will be even better in terms of responsibility in carrying out tasks, having a feeling of pleasure in working, always trying to outperform others, prioritizing the achievements of what it does, working in the hope of wanting to get incentives, happy to earn praise for what it does, have a clear and challenging goal, there is feedback on the results of his work, always trying to meet the needs of life and work needs, and working in the hope of getting the attention of friends and superiors.

Based on previous findings, it can be concluded that work motivation can be directly influenced directly by organizational culture.

The second hypothesis, the results of the calculation of path analysis directly in the analysis of the previous model, the influence of self-efficacy on work motivation of 0.43. The coefficient value of t_{count} is 6.45 greater than the value of $t_{table} \alpha_{(0,05)} = 1.98$ and t_{table}

$\alpha_{(0.01)} = 2.61$. Therefore, the hypothesis that there is no direct influence of self-efficacy on work motivation or so-called H_0 is rejected.

Thus, the results of hypothetical analysis can be stated that self-efficacy is very significant direct influence on work motivation. That is, the better self-efficacy in the form of challenging, having high confidence, taking difficult work as a challenge, assuming failure is the result of less maximal effort, quickly rising and restoring confidence due to failure, not easily stressed and depressed, obeying the applicable rules, and always providing a good example will also be better in terms of responsibility in carrying out tasks, having the pleasure of working, always trying to outperform others, prioritizing the achievements of what he does, working in the hope of wanting to get incentives, happy to get praise from what he does, having clear and challenging goals, there is feedback on his work, always trying to meet his life needs and work needs, and working in the hope of getting attention from friends and superiors.

Based on the findings in this second hypothesis, it can be concluded that both poor work motivation can be directly influenced by the poor self-efficacy that a person has.

The third hypothesis, the results of the calculation of path analysis directly in the analysis of the previous model, the influence of organizational culture on job satisfaction obtained a coefficient value of 0.47. The coefficient of t_{count} is 6.86 greater than the value of t_{table} , $\alpha_{(0.05)} = 1.98$ and t_{table} $\alpha_{(0.01)} = 2.61$. Therefore, the third hypothesis stating that there is no direct influence of organizational culture on job satisfaction or H_0 is rejected.

Thus, the results of the analysis of the third hypothesis provide findings that organizational culture is very significant directly affect job satisfaction. This means that the better the organizational culture applied by the increasing job satisfaction that a person has in terms of promotion opportunities, the job itself, salary, co-workers, workplace and supervision.

Based on previous findings it can be concluded that good job satisfaction can be directly influenced by the bad culture of the organization applied.

The fourth hypothesis, the results of the calculation of path analysis directly in the previous model analysis, the effect of efficacy on job satisfaction of 0.28. The coefficient value of t_{count} is 4.05 greater than the value of t_{table} $\alpha_{(0.05)} = 1.98$ and table t_{table} $\alpha_{(0.01)} = 2.61$. Therefore, the hypothesis that there is no direct influence of self-efficacy on teacher job satisfaction or referred to as H_0 is rejected.

Thus the results of hypothetical analysis that states that self-efficacy is very significant direct influence on job satisfaction can be received empirically. That is, the

better self-efficacy in the form of facing challenges, having high confidence, considering difficult work as a challenge, assuming failure is the result of less than maximum effort, quickly rise and restore confidence due to failure, not easily stressed and depressed, adhere to the applicable rules, and always set a good example then the better job satisfaction has in terms of seriousness in carrying out work, work knows no time, work hard without expecting rewards, there is pride in work, and there is a sense of responsibility.

Based on the findings of research on this hypothesis it can be concluded that high low job satisfaction can be directly influenced by the good of a person's poor self-efficacy.

The fifth hypothesis, the results of the calculation of path analysis directly in the analysis of the previous model, the influence of organizational culture on the performance of lecturers obtained a coefficient value of 0.22. The coefficient value of t_{count} is 3.12 greater than the value of $t_{\text{table}} \alpha_{(0.05)} = 1.98$ and $t_{\text{table}} \alpha_{(0.01)} = 2.61$. Therefore, the hypothesis that there is no direct influence of organizational culture on the performance of lecturers or referred to as H_0 is rejected.

Thus the results of hypothetical analysis that states that organizational culture directly affects the performance of lecturers can be accepted empirically. This means that the better the organizational culture applied in the form of innovation and risk-taking, attention to detail, orientation of results, orientation of people, orientation of the team, aggressiveness, and stability, the better the performance of lecturers in the form of increased activities in the field of education and teaching, research, community service, and supporting activities.

Based on the findings in this hypothesis, it can be concluded that the poor performance of lecturers can be directly influenced by the poor organizational culture applied.

The sixth hypothesis, the result of calculation of path analysis directly in the analysis of the previous model, self-efficacy directly affects the performance of lecturers by 0.15. The coefficient value of t_{count} is 2.23 greater than the value of $t_{\text{table}} \alpha_{(0.05)} = 1.98$ and table $t_{\text{table}} \alpha_{(0.01)} = 2.61$. Therefore, the hypothesis that there is no direct influence of self-efficacy on the performance of lecturers or referred to as H_0 is rejected.

Thus the results of hypothetical analysis that states that self-efficacy is very significant directly affect the performance of lecturers can be accepted empirically. That is, the better self-efficacy in the form of activities like to face challenges, have high confidence, consider difficult work as a challenge, consider failure is the result of less

than maximum effort, quickly rise and restore confidence due to failure, not easily stress and depression, adhere to the applicable rules, and always set a good example, then the better the performance of lecturers in terms of improving the quality of learning.

Based on the findings in this hypothesis, it can be concluded that the poor performance of lecturers can be directly influenced by the poor self-efficacy.

The seventh hypothesis, the results of the calculation of path analysis directly in the analysis of the previous model, the influence of work motivation on the performance of lecturers by 0.23. The coefficient value of t_{count} is 2.48 greater than the value of $t_{\text{table}} \alpha_{(0.05)} = 1.98$ and $t_{\text{table}} \alpha_{(0.01)} = 2.61$. Therefore, the hypothesis proposed that there is no direct influence of teacher's work motivation on the performance of lecturers or referred to as H_0 is rejected.

Thus, the results of hypothetical analysis that states that work motivation is very significant have a direct effect on the performance of lecturers. That is, the better the work motivation that includes responsibility in carrying out the task, having a feeling of pleasure in working, always trying to outperform others, prioritizing the achievements of what he does, working in the hope of wanting to get incentives, happy to earn praise from what he does, having clear and challenging goals, there is feedback on his work, always trying to meet his life needs and work needs, and work in the hope of getting attention from friends and superiors, the better the performance of lecturers in terms of implementation of activities in the field of education and teaching, research, community service, and other supporting activities to improve the quality of learning.

Based on the findings in this hypothesis, it can be concluded that the poor performance of lecturers can be directly influenced by poor work motivation.

The eighth hypothesis, the results of the calculation of path analysis directly in the previous model analysis, the effect of job satisfaction on lecturer performance of 0.28. The coefficient value of t_{count} is 3.04 greater than the value of $t_{\text{table}} \alpha_{(0.05)} = 1.98$ and $t_{\text{table}} \alpha_{(0.01)} = 2.61$. Therefore, the hypothesis that there is no direct influence of job satisfaction on the performance of lecturers or referred to as H_0 is rejected.

Thus, the results of the eighth hypothesis analysis that states that job satisfaction is very significant have a direct effect on the performance of lecturers. That is, the better job satisfaction includes the opportunity of promotion, work itself, salary, colleagues, workplace and supervision, the better the performance of lecturers in terms of carrying out activities or activities in the field of education and teaching, research, community service, and other supporting activities to improve the quality of learning.

Based on the findings in this hypothesis it can be concluded that the performance of lecturers directly can be influenced by good job satisfaction.

2. Discussion

Based on the results of the research on the first hypothesis stated that organizational culture has a positive effect on work motivation. This means that if the organizational culture is good, then the motivation of work will increase in a positive direction. In terms of increased work motivation it is asserted by Colquitt that motivation is "a set of energetic forces that originates both within and outside an employee, initiates work-related efforts, and determines its direction, intensity, and persistence", (Colquitt, Lapine, & Wesson, 2009, p. 8). A set of energetic forces that originate both inside and outside the worker in this case the teacher, starting a work-related business, determining its direction, intensity, and perseverance.

Organizational culture is also a gentle force/unconscious, but easily disseminated, its presence is not realized by members but obeyed by its members. Generally culture is below the threshold of consciousness, because it involves assumptions that are taken for granted assumptions about how a person can see, think, act and feel and react to his environment. Unconsciously the organizational culture of something that is not negotiable, rarely discussed, believed to be true, accepted as something true and non-negotiable. However, it has a significant influence in shaping the behavior of the members of the organization. From this it can be concluded that the high low motivation of work is strongly influenced and determined by the poor culture of the organization in the workplace.

The results of the second hypothesis test showed that organizational culture has a positive effect on job satisfaction. This is demonstrated by a strong desire or with the sincere desire of the member to remain or become a member of that organization. This means that in an organization that has high job satisfaction, then the intention of members to leave the organization will no longer exist, will even further strive to advance the organization in accordance with the wishes of the organization, and will be willing to accept and implement the values and norms that the organization builds well.

Job satisfaction gives birth to feelings of pleasure, pride, joy, and other similar feelings that express a conformity between hope and reality in relation to a person's assessment of the work that has been done. If the leader gives attention and praise to the work of the lecturers, then they will feel happy and cause satisfaction in working.

The results of the third hypothesis test showed that organizational culture has a positive effect on lecturers' performance. This illustrates that a healthy organizational culture can encourage openness from both workers and leaders so as to foster work motivation in the direction between workers and leaders in order to create a good work system.

Organizational culture is controlling and direction in shaping the attitudes and behaviors of members within an organization. Individually or in groups a person will not be separated from the culture of the organization and in general members of the organization will be influenced by the diversity of existing resources.

Organizational culture also relates to the emphasis of the process on the individual (employee) in identifying himself with the values, rules, and objectives of the organization and making the individual have the desire to maintain his/her membership in the organization. Organizational culture is a means to achieve organizational goals, so that with organizational culture can spur performance to be able to achieve organizational goals. So that by achieving the objectives of the organization, they will also feel their success in working and of course will also provide additional reciproke to the members of the organization.

Based on the explanation above, it can be concluded that the performance of lecturers is influenced by the good culture of the organization in the workplace.

The results of the fourth hypothesis test showed that self-efficacy has a positive effect on work motivation. Effectiveness in work is very related to the existence of work motivation and organizational culture. Feeling good about work is one of the factors that can increase motivation in work. Self-efficacy is related to expectations in enabling self-involving personalities. In other words, perceived self-efficacy refers to a person's perception of their capacity to react to future situations.

Perceived self-efficacy differs from what can seem to be a similar concept to self-esteem. Self-esteem refers to a thorough evaluation of people's personal worth.

The self-efficacy that is felt is different from self-esteem in two ways. i.e. self-efficacy is not a global variable, but rather a thing that is generally owned differently by everyone in different situations, perceived self-efficacy is not an abstract concept of personal worth, but an assessment of what one can do. Thus, the motivation is achieved when self-efficacy is strong or low in the person.

This empirical proof shows that self-efficacy has a direct effect on work motivation. Thus it can be stated that the high low motivation of work is determined by how the state of self-efficacy develops in the work environment.

The results of the fifth hypothesis test stated that self-efficacy has a positive effect on lecturers' job satisfaction. Tschannen-Moran, Hoy and Hoy (1998:98) revealed that self-efficacy has a strong impact on academic achievement, principals and students, and teachers. Stephen P. Robbin and Mary Louther (2007:101) said there is a relationship of self efficacy, motivation and performance. Because it looks at the attitude of the view towards the work, the view of the self in the work, able to finish the work, trying to find a way to get the job done, have confidence, be able to learn from experience and be able to respond to situations, and conditions that vary with a positive attitude.

Baron and Byrne (Greenberg & Robert, 2000, p. 17) argue that self-efficacy is an individual's assessment of his ability or competence to perform a task, achieve a goal, and produce something. Meanwhile, Jess Feist (Feist, 2008, p. 80) states that self-efficacy is an individual's belief that they have the ability to control their work against their own environmental events.

Individuals with high self-efficacy tend to perform certain tasks, even if they are difficult tasks. Individuals who have high self-efficacy consider failure as a result of a lack of hard effort, knowledge, and skills. Individuals who doubt their ability (low self-efficacy) will avoid difficult tasks because the task is seen as a threat to them. While individuals who have low self-efficacy do not think about how good it is to deal with difficult tasks. When faced with difficult tasks, they reduce their efforts and quickly give up. They are also slow to fix or regain their self-efficacy when they face failure.

The results of the sixth hypothesis test showed that self-efficacy has a positive effect on lecturers' performance. This is evidenced by the higher the self-efficacy, the better the performance of lecturers in teaching and educating. These findings suggest that there is a positive influence of various aspects of self-efficacy on improving lecturer performance. Each increase in the self-dimension measurement score was followed by an increase in the lecturer's performance dimension measurement score (Bandura, 1997).

According to bandura, the aspect of self-efficacy is the fantor of individual teachers to do and achieve something, so it can be seen as one of the contributors to the effectiveness of the learning and teaching process.

Thus, self efficacy is very important in supporting the creation of an effective performance. Basically, to build good performance takes a fairly long time and gradually. It may be that on the way it will experience different ups and downs over time.

The results of the seventh hypothesis test showed that work motivation has a positive effect on lecturers' performance. In this test proves that lecturers who have high work motivation will have a high awareness of their responsibilities as an educator to achieve their goals. The lecturer's awareness in understanding himself as an educator will be seen from his commitment where his behavior in working.

Similarly, Sutrisno (Sutrisno E. , 2011, p. 111) mentioned that motivation is something that can cause excitement. So, someone who has motivation, will certainly make a harder effort if they believe the effort will result in a good performance assessment.

This process proves that the high low performance of lecturers is determined by the high low work motivation owned by the lecturers themselves.

The results of the eighth hypothesis test showed that job satisfaction has a positive effect on lecturers' performance. Job satisfaction is a person's general attitude towards his work. A person with a high level of satisfaction shows a positive attitude towards his work, while those who are dissatisfied with his work show a negative attitude towards his work. Job satisfaction is also demonstrated by an individual's general attitude towards his or her work. In Gibson's statement (Gibson, 2007, p. 107), job satisfaction is part of the motivational process. Therefore, the level of job satisfaction in the organization can be shown by results such as the attitude of the member of the organization, the change of work of the member of the organization, the death or absence, delay, and flexibility that is common in an organization.

Lecturers in carrying out their duties will always interact with their environment. Lecturers who have satisfaction in working will feel the results of good work/high. On the contrary, if he feels dissatisfied in his work, then he gets poor work/low. Job satisfaction is a positive attitude that concerns self-adjustment to his work, if the lecturer is satisfied with his/her job, it will have a positive and proud attitude, as well as assess his work highly, because the situation and working conditions can meet his needs, desires, and expectations.

This process proves that the high level of low performance of lecturers is determined against the high low job satisfaction felt at work.

D. Conclusion

Based on the evidence of the eight hypotheses proposed, the findings and discussion of the results of previous research, can then be drawn several conclusions as follows:

1. Organizational culture manifested in innovation and risk-taking, attention to detail, orientation of results, orientation of people, team orientation, aggressiveness, and stability affect the realization of high lecturer work motivation with encouragement from within, encouragement from outside the self, and adequate rewards. The low motivation of lecturers' work is determined by the poor organizational culture in the institution.
2. Self-efficacy manifested in the likes of facing challenges, having high confidence, consider difficult work as a challenge, consider failure is the result of less than maximum effort, quickly rise and restore confidence due to failure, not easily stress and depression, adhere to the applicable rules, and always give a good example of the realization of high work motivation with the encouragement from within, self-encouragement, and sufficient rewards.
3. Organizational culture manifested in innovation and risk-taking, attention to detail, orientation of results, orientation of people, team orientation, aggressiveness, and stability affect the realization of job satisfaction drawn in promotional opportunities, the job itself, salaries, colleagues, workplace and supervision.
4. Self-efficacy manifested in the likes of facing challenges, having high confidence, consider difficult work as a challenge, consider failure is the result of less than maximum effort, quickly rise and restore confidence due to failure, not easily stressed and depressed, adhere to the applicable rules, and always give a good example of the effect on the realization of job satisfaction in terms of seriousness in carrying out work , work knows no time, work hard without expecting rewards, there is pride in work, and there is a sense of responsibility.
5. Organizational culture embodied in innovation and risk-taking, attention to detail, orientation of results, orientation of people, team orientation, aggressiveness, and stability directly affect the performance of lecturers drawn from the fields of education and teaching, research, community service, and other supporting activities.
6. Self-efficacy manifested in the likes to face challenges, have high confidence, consider difficult work as a challenge, consider failure is the result of less than

maximum effort, quickly rise and restore confidence due to failure, not easily stressed and depressed, adhere to applicable regulations, and always give a good example of the impact on the realization of the performance of lecturers drawn from the field of education and teaching , research, community service, and other supporting activities.

7. Work motivation illustrated responsibility in carrying out tasks, having a feeling of pleasure in working, always trying to outperform others, prioritizing the achievements of what he does, working in the hope of getting incentives, happy to earn praise from what he does, having clear and challenging goals, there is feedback on his work, always trying to meet his life needs and work needs, and work in the hope of getting attention from friends and superiors directly affect the performance of lecturers in terms of implementation of activities in the field of education and teaching, research, community service, and other supporting activities to improve the quality of learning.
8. Job satisfaction reflected in promotion opportunities, work itself, salaries, colleagues, workplaces and supervision affects the performance of lecturers in the fields of education and teaching, research, community service, and supporting activities.

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