

# The Effect of Organizational Culture, Teamwork, Work Motivation and Ethic on Lecturers' Performance at Sari Mutiara Indonesia University in Medan

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## Abstract

The problem of this study is to investigate the effect of organizational culture, teamwork, work motivation, and work ethic on lecturer performance. It is conducted at Sari Mutiara Indonesia University in Medan as many as 128 lecturers. Data collection is carried out by using a questionnaire with five answer choices. Before testing the hypothesis, the requirements analysis are tested, namely the normality and linearity test of the data. The results show (1) organizational culture has a direct positive effect on work motivation, (2) teamwork has a direct positive effect on work motivation, (3) organizational culture has a positive direct effect on work ethic, (4) teamwork has a direct positive effect on work ethic, (5) organizational culture has a direct positive effect on lecturer performance, (6) teamwork has a direct positive effect on lecturer performance, (7) work motivation has a direct positive effect on lecturer performance, and (8) work ethic has a direct positive effect on lecturer performance. Based on the acceptance of research hypotheses, a theoretical model or fixed model of lecturers performance at Sari Mutiara Indonesia University in Medan illustrates the structure of causal relationships between organizational culture variables, teamwork, work motivation, work ethics and lecturer performance. To improve the performance of lecturers at Sari Mutiara Indonesia University in Medan, it can be done by improving organizational culture, teamwork, work motivation and work ethics.

**Keywords:** Organizational Culture, Teamwork, Work Motivation, Work Ethic, Lecturer Performance

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## 1. INTRODUCTION

Higher Education is one of the educational systems that produces graduates who can study, analyze, research, and develop knowledge and technology as well as the arts needed by the community. Higher education is also expected to be a center for the development of human civilization, so that expectations for higher education are very high. Higher education also called an organization of change agents, and becomes the hope of solving many problems that arise in people's lives. The law of Indonesia Republic Number 12 of 2012 concerning Higher Education, chapter 1 verse 2 states that Higher Education is a level of education after secondary education that includes diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, as well as specialist programs, which are organized by universities based on culture the nation of Indonesia. In line with this, the implementation of higher education in studying, analyzing, researching, and developing science and technology must be based on the nation's culture.

The academic community in institutions is called *tridharma* of institution which means tertiary institution. It includes three processes, namely the learning process, the research process, and the community service process. Learning process is carried out to examine the depth of science so that the essence of something is found, which is then transformed to students so that it becomes a common property. Research is a scientific process that carried out systematically based on scientific principles. The discovery or development of science and technology can be proven and it brings theoretical and practical progress. Community service is an academic community activity in order to educate the community through the dissemination of science and technology and its application. It can solve problems in the community. The assignment of the lecturer is called the *tridharma* of the institution. It is an obligation that must be carried out by the tertiary institution

The quantity and quality of *tridharma* of instituoin depends on the quality of the college as a whole in which there are subsystems of learning, research, community service, governance, facilities and infrastructure, curriculum, extracurricular activities, community relations, and so on. Sadig (2010) explains that the quality of higher education is seen from the quality of learners, the learning environment, and the content of learning, processes, and graduates. Atawijaya (2007: 509) states that the indicators of the success of institution lie in the elements of input, process, and output. The success of a tertiary institution is determined by the success of management in optimizing their inputs, processes and outputs. Lunenburg and Ornstein (2000: 19) say that input from educational organizations includes human resources, finance, theory and knowledge, central and state governments, local governments, the legal structure of government, and other groups. The transformation process includes school organizational structure, culture, motivation, leadership, decision making, communication, change, curriculum, teaching process, career development; outputs include student learning achievement, teacher

performance, student development, worker development, student dropout, employee discharge, student absenteeism, employee absenteeism, employee management relations, school community relations, student attitudes to promote school, job satisfaction of workers. Human resources consist of educators, educator staff and lecturers.

Lecturers are one of the subsystems that play an important role, because lecturers interact directly with other academics and the communities to transfer knowledge, attitude and skills to students to study, analyze, and research science and technology, make new discoveries, change agents, build civilization that are creatively adaptive. The Law of Indonesia Republic Number 12 of 2012 concerning Higher Education, chapter 1 verse 14 defines that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating Science and Technology through Education, Research, and Community Service.

Lecturers act as educators, instructors, student advisers, researchers, and devotees. Their activities tend to interact with students. Lecturers and students often do activities together, and in their togetherness there is a transformation of knowledge, attitudes, skills, so that the quality of lecturers greatly affects the quality of students. Lecturers tend to educate students to become qualified.

The performance of lecturers at university is a major thing that needs to get the attention of all parties, especially from the heads of departments, university leaders, and other stakeholders. This can be understood by the performance of professional lecturers who will be able to support the achievement of higher quality educational processes, outputs and outcomes. However, the problem of lecturer performance is not a simple problem, but rather a very complex problem because it involves many elements that are interrelated, mutually influencing, and interdependent with each other.

The quality of lecturers can be seen from their performance. Qualified lecturers have high performance in *tridharma* of higher education, namely the field of education and teaching, the field of research and the field of community service. In addition to be an educator and instructor, lecturers also play a role as mentors in academic field in final project or thesis. They are also required to participate in self-capacity building activities through seminars, resource persons as support activities. All of these activities, each lecturer must plan their workload at the beginning of the new academic year and will be assessed at the end of the academic year. Each of lecturer workload plans must meet the teaching, research, and community service burden in each semester in academic year. Although the workload plan has been made by lecturers, in the process there are still constraints, including the limited facilities and infrastructure as well as the competence of lecturers in their knowledge, limited research funds and community service available, guidance and other supporting activities. High competition occurs to get these limited funds. In addition, the lecturer also has difficulty to carry out community service. These difficulties cannot be separated from psychological factors, personality, science and funds that will be used for the process.

A preliminary study of lecturers' performance at Sari Mutiara Indonesia University is conducted in academic year 2017/2018. It shows that three indicators of lecturer performance, namely: 1) education and teaching, 2) research and 3) community service. Obtained lecturer performance data from 9 (nine) study programs with accreditation B are: (1) very good category 14 people (16%), (2) good 52 people (59.7%), and (3) fair 21 people (24.1%). Related to the performance of lecturers at the state university and compared to the performance of lecturers at private universities, especially Sari Mutiara Indonesia University it can be said to be still low.

The tendency categories are very good, good, fairly good, poor, and very poor. Performance in education and teaching is in the good and fairly good category. Performance in research is not good enough, and performance in writing articles in journals is not good. The performance in community service is in the poor and very poor categories. Although it has been urged by lecturers of the University of Sari Mutiara Indonesia to improve its performance, especially in research performance, publishing articles in journals, and community service, but there has not been much change in 2018/2019.

Based on preliminary studies on the lecturers performance at Sari Mutiara Indonesia University, it turns out that the results of the research have not been much, and nothing has been published in accredited or international journals that indexed by Scopus, as well as the results of community service have not shown satisfactory results. It shows that there are problems in the lecturers' performance.

Many causes of lecturer performance is not as expected. The Organizational Behavior Integration Model developed by Colquitt, LePine and Watson (2009: 8) shows that performance is influenced by a number of variables in three mechanisms, namely individuals, groups and organizations, and one individual characteristic, these effects directly or indirectly. Organizational mechanism has organizational culture variables and organizational structure. Group mechanism consists of leadership style, behavior, power, and influence variables. Individual characteristics consist of personality variables, cultural values, and abilities. Individual mechanisms have variables of job satisfaction, stress, motivation, beliefs, ethics, fairness, learning, and decision making.

Theory of Mathis and Jackson (2006: 115) reveals the factors that influence individual performance consists of 3 major parts, namely: (1) effort devoted: motivation, work ethics, attendance, and task design, (2) Individual ability: talent, interests, personality, and innovation, (3) organizational support: training and development, equipment and technology, work standards, and colleagues. It is further said that organizational culture,

organizational commitment, interpersonal communication, the effectiveness of performance management control system has a direct and positive effect on lecturer performance. In addition, self-efficacy, self-control (locus of control), work ethic, and teamwork influence lecturers' performance.

Saraswathi, Dewi, and Piartini (2017: 2257) investigate that self-efficacy directly affects the performance of land employees. Iroegbu (2015: 170) examines based on Albert's theory of social cognition for workers, self-efficacy is related to performance. Focus of control also has a positive direct effect on lecturer performance. Sumijah (2015) says that locus of control is one of important aspect in human personality. Focus of control consists of two types, namely internal locus of control and external locus of control. Internal locus of control is a belief in the success of a person is under his own control. Someone succeeds due to the results of his efforts. External locus of control is a belief in the success of a person is under control outside himself, such as due to interference or help from others, luck and destiny. Both of locus controls have advantages and disadvantages. Internal locus of control builds personality which tends to be individual, hard-working, while external locus of control builds a personality that tends to be social, like to work together. In line with this, locus of control has a positive or negative effect on teamwork, but it has a positive effect on work ethic and performance.

Work ethic has a positive effect on performance (Hardiansyah and Yanwar, 2015; 150). Furthermore, Dewi and Utomo (2015: 55) investigate that work ethic has a direct positive effect on employee performance. Based on the results of the research presented, it is concluded that work ethic has a direct positive effect on employees; and it is considered that work ethic also has a direct positive effect on the lecturers' performance at Sari Mutiara Indonesia University.

Lecturers in carrying out their work are expected to work together and help each other so that the work carried out as a duty obligation can be increased. Lecturers who have relatively similar scholarship are formed into a team called the Lecturer in the Study Group. It examines researches, develops, and devotes the knowledge being studied to the community, so it must work together. It becomes a teamwork and it is expected to be effective in solving the problem, effectively achieving its performance targets. The effectiveness of the team lies in the communication and cooperation that is built. In line with this, Lawasi & Triatmanto (2017: 47) find that teamwork influences positively and directly on employee performance. Hatta, Musnadi, and Mahdani (2017: 70) explain that teamwork also has a direct effect on performance. In addition to teamwork, Rahma, Fuad, and MIR (2011: 11) organizational culture variables are also variables that can affect performance. Based on the results of this research, it is synthesized that teamwork had a direct positive effect on employee performance.

Based on the description and research results above, it show that performance is influenced by many factors, both those found based on the results of the study or based on theoretical explanations. In addition, the description above also shows the gap between the expected performances. If the problem does not receive serious attention and is immediately addressed, the consequences affect efforts in the field of education and are the main source for the decline in the quality of graduates. Therefore, in order to improve the lecturers' performance of Sari Mutiara Indonesia University, the research on the theoretical model development of lecturer performance can be conducted. In line with the explanation above, lecturer performance is influenced by various factors, including: leadership, organizational culture, interpersonal communication, organizational commitment, work motivation, work ethic and teamwork. Therefore, in order to overcome the problems of lecturer performance, research on the effects of Organizational Culture, Team Cooperation, Work Motivation and Work Ethics on the Performance of Lecturers at Sari Mutiara Indonesia University in Medan should be carried out.

## **2. LITERATURE REVIEW**

### **2.1. Lecturer Performance**

Performance means the implementation of work achievement or work results . George and Gareth (2005: 176) state that performance is the result of assessing one's behavior, which includes how well someone has completed a task or job. On the other hand, Owen (1987: 7) defines performance as the result of an assessment of how effectively and efficiently a manager utilizes resources to achieve goals. While, Gibson (1997: 118) explains performance is the level of success in carrying out tasks and the ability to achieve goals predetermined. Performance is a management measurement tool used to assess the level of accountability of someone in carrying out their duties.

Based on the description above, the understanding of the lecturers 'performance in this study is the lecturers' performance and efforts in carrying out their roles and functions. The performance indicators of the lecturers are: (1) education and teaching, among others: compiling learning plans, conducting learning, and guiding the final project, (2) research fields including: involvement in research, making art or technology, writing books / modules, and writing journals, and (3) community service, among others: conducting activities in the community, conducting academic guidance, and fostering student activity units.

### **2.2. Organizational Culture**

In accordance with the context of empowering human resources, in order to produce professional employees an

organization is needed. Pabundu (2010: 1) explains that in Indonesia, organizational culture is introduced in the 1990s when it is widely discussed about cultural conflicts, how to maintain Indonesian culture and the cultivation of new values. Along with that, organizational culture is then included in the curriculum of various education, training, guidance and counseling programs, both within the tertiary institutions and government agencies as well as in various companies.

Organizational culture is a system of spreading trust and values that develop in an organization and direct the behavior of its members. According to Wirawan (2007: 10) organizational culture as norms, values, assumptions, beliefs, philosophies, organizational habits, develop over a long period of time by the founders, leaders and members of the organization that are socialized and taught to new members and applied in organizational activities that affect the mindset, attitudes, and behavior of organizational members in producing products, serving consumers, and achieving organizational goals. Meanwhile according to Robbins (2001: 510), Organizational culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations.

Based on the study above, it is concluded that organizational culture is a set of values, norms and basic assumptions that become the organizational guidelines adopted by lecturers in carrying out their work to achieve organizational goals revealed through a questionnaire filled by lecturers with indicators of risk taking, attention to detail, orientation to results, people orientation, team orientation, aggressiveness, and stability.

### **2.3. Work Motivation**

Work motivation in an organization can be considered simple and complex problem, because basically humans are easy to be motivated by giving what they want. Motivation is used to encourage employees to complete tasks that have been charged. Creating high performance can be grown through motivational encouragement. Sutrisno (2013: 109) states that motivation is an actor who encourages someone to do a certain activity. It is often interpreted as a factor driving a person's behavior. Mangkunegara (2012: 61) states that motivation is a condition or energy that moves employees to be directed to achieve organizational goals. Hamalik (2004: 173) explains motivation can be basic or internal impulses and intensive outside the individual. Nawawi (2003) states motivation is a condition that encourages or becomes the cause of someone doing an activity that takes place consciously in order to achieve company goals. There are several objectives that can be obtained.

Based on the above theory, it is concluded that work motivation is a desire that can encourage lecturers to work well to achieve organizational goals expressed through a questionnaire filled by lecturers with indicators of responsibility in carrying out assignments, having a happy feeling at work, always try to outperform others, prefers the achievements of what they do, works in the hope of getting incentives, and likes to get praise from what they do.

### **2.4. Work Ethic**

Work ethic is a person's ethics in the workplace which is based on a constellation of attitudes and beliefs about work values. Marsky (2010: 4) says that ethic explains to someone about the existence of rules where behavior can be justified or not justified. The meaning of the work ethic is more referring to the quality of the personality of the worker which is reflected through the full performance in various dimensions and lives. Slocum & Hellriegel (2009: 20) views the importance of work ethics in the organization. It is one of the competencies that make the organization effective. Therefore, employees should provide an optimal work ethic that can advance the institution well. Thus, work ethic influences employee performance.

Based on some of the explanations above, it is concluded that the work ethic is the attitude shown by someone who is the totality of his personality in expressing, viewing, believing, and giving meaning to something, which drives him to act and work optimally. Indicators of work ethics, namely, work sincerely and responsibly, work completion, spirit working, love work, creativity, diligence, work performance orientation, and work are services.

### **2.5. Teamwork**

William (2000: 6) teamwork is the ability to work together towards a common vision, the ability to direct individual achievement toward organizational goals. It is a stimulus that enables people to achieve extraordinary results. Furthermore Stephen (2000: 4) teamwork produces many ideas to come in which this will be the key to move from a control to commitment. Sharpen (1996: 19) teamwork is collaboration formed to achieve goals, each of member has part of the tasks assigned, to make the team more cohesive and how they will work together.

Based on some of the explanations above, it can be concluded that teamwork is feelings and actions taken by a group of individuals through working and interacting in terms of achieving shared goals, with indicators, namely knowing goals, giving freedom, having a sense of belonging, making continuous improvements, and mutual respect.

### 3. RESEARCH METHOD

#### 3.1. Place and Time of Research

This research is conducted at Sari Mutiara Indonesia University in Medan, for three months, from April to June 2019. The first month is used to administer research licenses, instrument trials, and instrument refinements. Furthermore, the last two months are used to collect data, analysis data, and writing reports on research results. Population in this study is all Sari Mutiara Indonesia University Lecturers in Medan 2019/2020, consisted of 193 lecturers, while the sample is 128 lecturers.

#### 3.2. Data Analysis Technique

Analysis of the data used in this study includes descriptive analysis, test requirements analysis, and hypothesis testing. There are five variables analyzed, namely: organizational culture, teamwork, work ethic, work motivation, and lecturer performance. According to the research hypothesis and research objectives, Hypothesis testing is done using path analysis.

#### 3.3. Research Hypothesis Test

To test the hypothesis uses path analysis with the help of SPSS for Windows version 25.0. In testing hypotheses uses a significance level of  $\alpha$  of 0.05. In connection with the use of path analysis must be described in a diagrammatic structure of causal relationships with cause and effect variables. Substructure 1 is the influence of organizational culture ( $X_1$ ) and teamwork ( $X_2$ ) on work motivation ( $X_3$ ). Sub-structure 2, namely the influence of organizational culture ( $X_1$ ) and teamwork ( $X_2$ ) on work ethic ( $X_4$ ). Sub-structure 3: the influence of organizational culture ( $X_1$ ) and teamwork ( $X_2$ ), work motivation ( $X_3$ ), and work ethic ( $X_4$ ) on lecturer performance ( $X_5$ ).

#### 3.4. Research Result

Based on the results of data processing from research instruments, descriptive statistical calculation results obtained from variables of organizational culture ( $x_1$ ), teamwork ( $x_2$ ), work motivation ( $x_3$ ), work ethic ( $x_4$ ), and lecturer performance ( $x_5$ ), including calculating the value of central tendency and the size of its spread. This is done to know the general description of the meaning contained in the distribution of data obtained, such as the mean, median, modus, the size of the spread tendency, such as standard deviation, variance, range, minimum and maximum score, minimum and maximum ideal, mean ideal, standard deviation ideal. Calculations and summaries of the results of descriptive analysis can be seen in Table 1.

**Table 1. Summary of Results of Descriptive Statistical Analysis of Research Variables**

Statistic	$X_1$	$X_2$	$X_3$	$X_4$	$X_5$
N Valid	128	128	128	128	128
Mean	112,56	116,47	116,70	122,38	241,55
Median	113,00	115,50	117,00	121,00	240,00
Mode	113	115	117	121	240
Std. Deviation	7,933	14,059	12,981	11,191	24,479
Variance	62,925	197,653	168,497	125,230	599,226
Range	33	60	61	56	111
Minimum	98	84	84	100	190
Maximum	131	144	145	156	301
Minimum Ideal	29	30	30	33	68
Maximum Ideal	145	150	150	165	340
Mean Ideal	87	90	90	99	204
Stand. Deviation Ideal	19,33	20,00	20,00	22,00	45,33

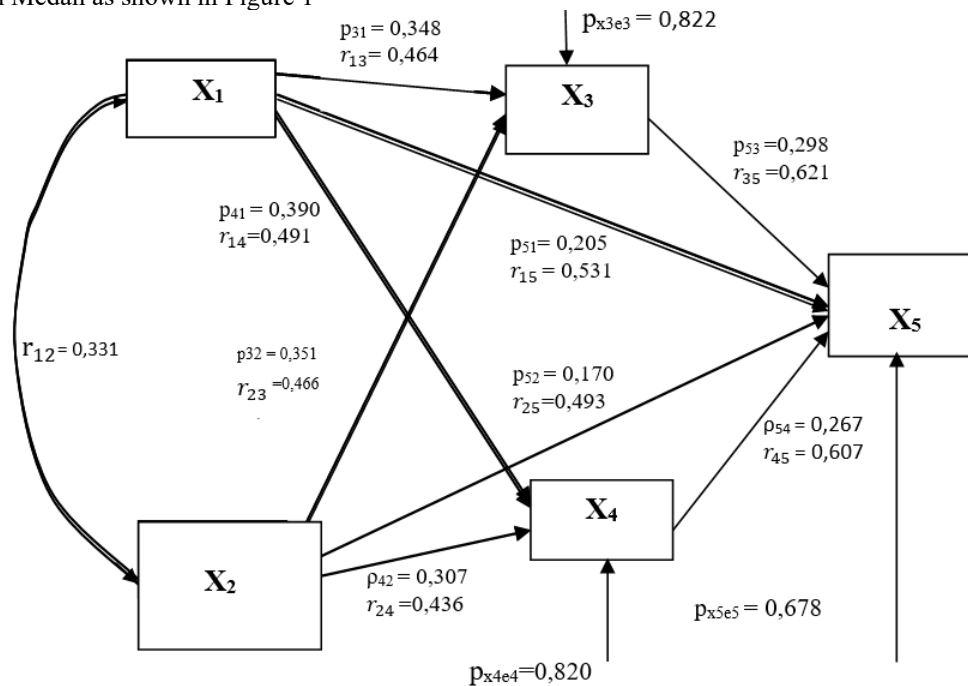
Furthermore, the results of statistical calculations are obtained so that correlation coefficients and path coefficients can be obtained, as presented in Table 2 below.

**Table 2. Summary of Calculation Results for Path Coefficients**

Number of hypothesis	Correlation Coefficient *	Path coefficient	T <sub>count</sub>	significance	Information
1.	$r_{13} = 0,464$	$p_{31} = 0,348$	4,473	0,000	Mean Paths
2.	$r_{23} = 0,466$	$p_{32} = 0,351$	4,504	0,000	Mean Paths
3.	$r_{14} = 0,491$	$p_{41} = 0,390$	5,005	0,000	Mean Paths
4.	$r_{24} = 0,436$	$p_{42} = 0,307$	3,949	0,000	Mean Paths
5.	$r_{15} = 0,531$	$p_{51} = 0,205$	2,812	0,006	Mean Paths
6.	$r_{25} = 0,493$	$p_{52} = 0,170$	2,378	0,019	Mean Paths
7.	$r_{35} = 0,621$	$p_{53} = 0,298$	3,757	0,000	Mean Paths
8.	$r_{45} = 0,607$	$p_{54} = 0,267$	3,362	0,001	Mean Paths

\* All significant correlation coefficients {t<sub>count</sub> is greater than t table (5%) = 1.96}

Based on the price of the correlation coefficient and the path coefficient obtained from the calculation results, a path diagram can be drawn which is a fixed model or theoretical model that illustrates the causalities relationships between the research variables that determine the performance of Sari Mutiara Indonesia University lecturers in Medan as shown in Figure 1



**Figure 1 The Empiric Casual Relationship of X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub>, dan X<sub>4</sub> toward X<sub>5</sub>**

Based on the calculation results obtained, it shows the value of F<sub>count</sub> = 36.071 with a significance value of 0.000, or a significance value of F<sub>count</sub> < 0.05, this means that H<sub>0</sub> is rejected or H<sub>a</sub> is accepted. Thus, it can be concluded that organizational culture, teamwork, work motivation, and work ethics have a direct positive effect on the performance of Sari Mutiara Indonesia University lecturers in Medan so that individual testing can be carried out.

In accordance with the path diagram of the research, variables obtained based on the theory and the results of hypothesis testing, the relative influence of exogenous variables on endogenous variables. Based on the results of calculations that refer to the decomposition of correlations, a summary of the relative influence of organizational culture (X<sub>1</sub>), teamwork (X<sub>2</sub>), work motivation (X<sub>3</sub>) and work ethic (X<sub>4</sub>) on the lecturers' performance (X<sub>5</sub>) is summarized in Table 3 below.

**Table 3. Summary of Calculation Results of Relative Effects of Organizational Culture (X<sub>1</sub>), Teamwork (X<sub>2</sub>), Work Motivation (X<sub>3</sub>), and Work Ethic (X<sub>4</sub>) on Lecturer Performance (X<sub>5</sub>)**

Var	Effect					Non pathway		Total	Correlati on
	Directly to X <sub>5</sub>	Indirectly to X <sub>5</sub> trough				S	U		
		X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>				
X <sub>1</sub>	0,205	-	-	0,138	0,131	-	0,056	0,530	r <sub>15</sub>
X <sub>2</sub>	0,170	-	-	0,139	0,116	-	0,068	0,493	r <sub>25</sub>
X <sub>3</sub>	0,298	-	-	-	-	0,174	0,149	0,621	r <sub>35</sub>
X <sub>4</sub>	0,267	-	-	-	-	0,175	0,165	0,607	r <sub>45</sub>

The total effect consisting of direct and indirect influence of organizational culture (X<sub>1</sub>), teamwork (X<sub>2</sub>), work motivation (X<sub>3</sub>), and work ethic (X<sub>4</sub>) on lecturer performance (X<sub>5</sub>) of 0.331. The strength of organizational culture (X<sub>1</sub>), teamwork (X<sub>2</sub>), work motivation (X<sub>3</sub>), and work ethic (X<sub>4</sub>) determine changes in lecturer performance (X<sub>5</sub>) of 33.90%, while the rest are in the spurious component of 0.098 and unanalyzed components of 0.111. Total direct and indirect effects, spurious, and unanalyzed due to organizational culture (X<sub>1</sub>), teamwork (X<sub>2</sub>), work motivation (X<sub>3</sub>), and work ethic (X<sub>4</sub>) on lecturer performance (X<sub>5</sub>) = 0.331 + 0.098 + 0.111 = 0.540 (correction: r<sub>2</sub> = 0.540), while the influence of other factors outside the organizational culture (x<sub>1</sub>), teamwork (x<sub>2</sub>), work motivation (x<sub>3</sub>), and work ethic (x<sub>4</sub>) that is equal to 1-0.540 = 0.460 = 46% with path coefficient, namely:  $\sqrt{1 - 0.540} = 0.678$ .

#### 4. DISCUSSION

Based on the results of testing, the first hypothesis is obtained a significant path coefficient between organizational culture and work motivation, namely: p<sub>31</sub> = 0.348, and based on the calculation results obtained direct influence of organizational culture on work motivation of 0.121. Organizational culture has a direct positive effect on work motivation, of which 12.10% of changes in work motivation can be determined by organizational culture. The findings of this study support the theory used as a basis for proposing theoretical models of research variables, namely the integration model of organizational behavior that explains that organizational culture directly influences work motivation (Colquitt, LePine and Watson, 2009: 8). The findings of this study, namely: organizational culture in direct significant positive effect on work motivation lecturers are in accordance with the results of research and theory referred to in this study. The results of Koesmono's research (2005) finds that organizational culture directly has a significant positive effect on work motivation. Thus, the results of this study find that organizational culture has a direct positive effect on work motivation.

The second hypothesis testing results is obtained a significant path coefficient between teamwork with work motivation, namely: p<sub>32</sub> = 0.351, and based on the calculation results is obtained direct influence of teamwork on work motivation of 0.123. Teamwork has a direct positive effect on work motivation, where 12.30% of changes in work motivation can be determined by teamwork. The findings of this study support the theory used as a basis for proposing a theoretical model of research variables, namely the integration model of organizational behavior which explains that teamwork directly influences work motivation. The findings of this study, teamwork directly has a significant positive effect on student work motivation is in accordance with the results of the study and the theory referred to in this study.

The third hypothesis testing results is obtained a significant path coefficient between organizational culture with work ethics, namely: p<sub>41</sub> = 0.390. Based on the calculation results, it is obtained direct influence of organizational culture on work ethic of 0.152. Organizational culture has a direct positive effect on work ethic, of which 15.20% changes in work ethic can be determined by organizational culture.

The fourth hypothesis testing results is obtained a significant path coefficient between teamwork and work ethic, p<sub>42</sub> = 0.307. Based on the calculation results, it is obtained that the direct influence of teamwork on work ethic by 0.094. Teamwork has a direct positive effect on work ethic, in which 9.40% changes in work ethic can be determined by teamwork. These findings support the results of Ajeng's (2016) concludes that several benefits of good work are among them (1) creating a comfortable working atmosphere, (2) creating cohesiveness in work, (3) increasing collaboration and (4) increasing productivity.

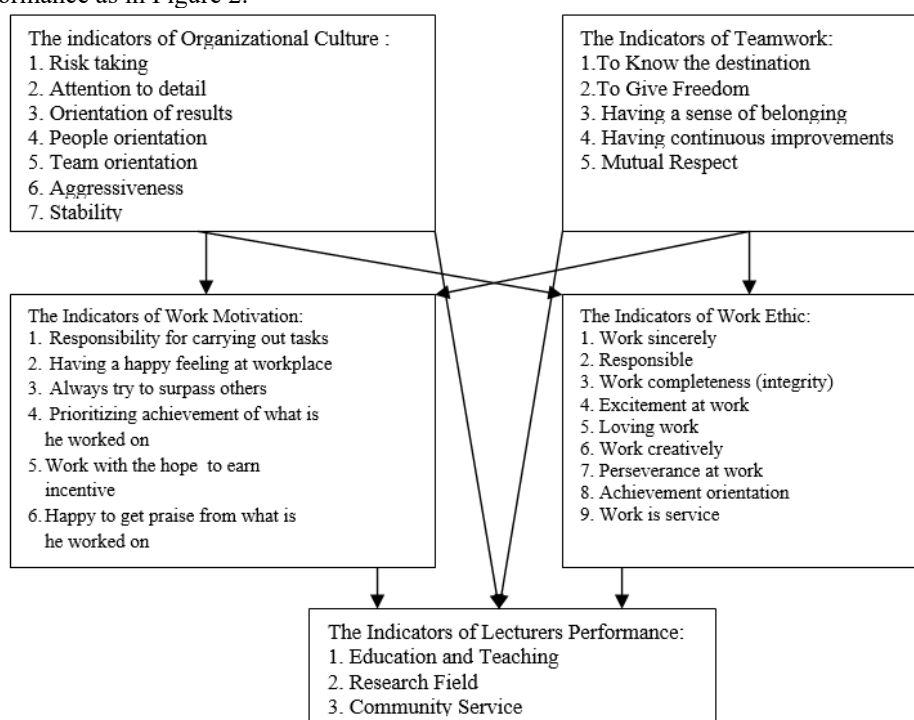
The fifth hypothesis testing result is obtained a significant path coefficient between organizational culture and lecturer performance, namely: p<sub>51</sub> = 0.205. Based on the calculation results, it is obtained direct influence of organizational culture on performance by 0.042. Organizational culture has a direct positive effect on organizational commitment, where 4.20% of changes in performance can be determined by organizational culture. Based on the relationship model of organizational culture with performance and satisfaction, Robbins and Judge (2009: 608) explain that organizational culture directly influences performance and satisfaction. The integration model of organizational behavior from Colquitt, LePine, and Wesson (2009: 9) explain that the organizational culture influences indirectly on performance through motivation, and job satisfaction. The concordance of the findings of this study supports the results of previous studies. It shows that the theory is still accurately used to answer relevant issues organization to performance.

The sixth hypothesis testing results is obtained a significant path coefficient between teamwork and performance, namely:  $p_{52} = 0.170$ . Based on the calculation results, it is obtained direct influence of teamwork on performance by 0.029. Teamwork has a direct positive effect on performance, of which 2.90% of performance changes can be determined by teamwork. The findings of this study shows that teamwork directly has a significant positive effect on lecturers' performance is in accordance with the results of the research and the theories referenced in this study.

The seventh hypothesis testing result is obtained a significant path coefficient between work motivation and performance, namely:  $p_{53} = 0.298$ . Based on the calculation results, it is obtained direct influence of work motivation on performance by 0.089. Work motivation has a direct positive effect on performance, of which 8.90% changes in performance can be determined by work motivation. The findings of this study support the theory used as a basis for proposing a theoretical model of research variables, namely the integration model of organizational behavior which explains that motivation directly influences performance (Colquitt, LePine and Watson, 2009: 152). The performance component model from Mathis and Jackson in Purba (2009: 10) which explains that motivation directly influences individual performance. The findings of this study support the research results of Oluseyi & Hamed (2009) who find a significant positive correlation between work motivation and performance. The findings of this study show that work motivation directly has a significant positive effect on lecturer performance. It is in accordance with the results of the study and the theory referred to in this research.

The eighth hypothesis testing results is obtained a significant path coefficient between work ethic and performance, namely:  $p_{54} = 0.267$ . Based on the calculation results, it is obtained direct influence of work ethic on performance of 0.071. Work ethic has a direct positive effect on performance, of which 7.10% changes in performance can be determined work ethic. The findings of this study show that the work ethic has a positive and significant direct effect on the performance of lecturers at Sari Mutiara Indonesia University in Medan. In accordance with the theory with the results of the study through the fourth, fifth, sixth, seventh and eighth hypothesis testing result, it is found that the variable work motivation provides the greatest total effect on performance compared to the total effect given by organizational culture, teamwork and work ethic on performance. It can be stated that the effect of total work motivation is 8.88%, work ethic 7.13%, organizational culture 4.20% and teamwork 2.89% on performance.

Based on the eight hypotheses testing result as described above, a fixed model or theoretical model is found that casuistic relationships between research variables that determine performance which is the development of several theories, primarily the *Integrative Model of Organizational Behavior*" from Colquitt, LePine, and Wesson. Thus, the results of research through hypothesis testing accept the eight proposed research hypotheses. It finds a new finding in the form of a fixed model or theoretical model of lecturer performance. It illustrates the structure of causal relationships between organizational culture variables, teamwork, work motivation, work ethics, and lecturer performance as in Figure 2.



**Figure 2. The Lecturers' Performance Models of Sari Mutiara Indonesia University in Medan**



Based on the model findings as shown in Figure 2, it can be explained that increasing the strengthening of organizational culture directly causes an increase in work motivation and work ethic. Furthermore, increasing the strengthening of teamwork directly leads to increase work motivation and work ethic. Increasing work motivation and work ethic directly lead to strengthening lecturer performance. In addition, strengthening organizational culture and increasing teamwork directly lead to strengthening the performance of Sari Mutiara Indonesia University lecturers in Medan.

## 5. CONCLUSION

Based on the research results, it is obtained that organizational culture, teamwork, work motivation and work ethic have a direct positive effect on lecturer performance. This shows that lecturers' performance can be improved if organizational culture, teamwork, work motivation and work ethic are improved. The findings in this study are consistency with the theoretical model used. The findings are expected to be used as a comparison for relevant research in the future, especially those related to performance.

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