

# Influence of Organizational Culture, Leadership Style, Work Motivation on Job Satisfaction and Lecturer Performance in the Ldikti Environment Region IX Sulawesi

Syafruddin<sup>1</sup>, Musmulyadi<sup>2</sup>, Abdul Rahman Mus<sup>3</sup>, Muh. Nasir Hamzah<sup>4</sup>,  
Ratna Dewi<sup>5</sup>

<sup>1</sup>Sekolah Tinggi Ilmu Kesehatan (STIKES) Salewangang Maros

<sup>2</sup>Institut Agama Islam Negeri (IAIN) Parepare

<sup>3,5</sup>Universitas Muslim Indonesia, <sup>4</sup>Universitas Fajar

Corresponding Author: Syafruddin

DOI: <https://doi.org/10.52403/ijrr.20220449>

## ABSTRACT

**Research objectives** (1) To analyze the influence of organizational culture on job satisfaction and lecturer performance (2) To analyze the influence of leadership style on job satisfaction and lecturer performance (3) To analyze the influence of motivation on job satisfaction and lecturer performance. (4) To analyze the influence of job satisfaction on lecturer performance.

This study used a quantitative approach using primary data through questionnaires as many as 260 respondents. The study was conducted from June to November 2021. The data was analyzed using Structural Equation Modelling (SEM) with the help of Amos Version 25. And SPSS Version 25.

The results of this study showed that: (1) Organizational culture, leadership style and motivation have a positive and significant effect on job satisfaction. (2) Job satisfaction, leadership style has a positive and significant effect on lecturer performance (3) Organizational culture and work motivation have a positive and insignificant effect on lecturer performance. (4) Organizational culture, leadership style and work motivation have a positive and significant effect on lecturer performance through job satisfaction.

**Keywords:** Organizational culture, Leadership style, job satisfaction motivation, lecturer performance.

## INTRODUCTION

Lecturer profession is a special field of work that is carried out based on principles, among others, has talents, interests, soul calls and idealism, has a commitment to improve the quality of education, faith, laughter and noble morals, has qualifications and educational background in accordance with the field of duty, has the necessary competencies, has responsibility for the implementation of professional tasks, earns income determined by work achievements, the opportunity to develop professionalism sustainably by learning throughout life, having legal protection in carrying out tasks.

The provision of Lecturer Professional Allowance and Professor's Honorary Allowance based on the Regulation of the Minister of Research, Technology and Higher Education No. 20 of 2017 is given as an award for lecturer performance, Professional Allowance is given to Lecturers who have academic positions of Assistant Expert, Lektor, Head Lektor, and Professor.

Professional allowances are given to Lecturers if they meet the requirements: have an Educator Certificate issued by the Ministry, carry out the Tridharma of Higher Education with a workload of at least commensurate with 12 (twelve) credits and at most commensurate with 16 (sixteen) credits in each semester, not bound as a permanent employee at other institutions outside the college where the person concerned is in charge, have a National Lecturer Master Number, aged at most 70 (seventy) years old for Professors and 65 (sixty-five) years old for Head Lectors, Lectors, and Expert Assistants.

Human needs are very diverse, both types and levels, even humans have needs that tend to be unlimited, human needs always increase over time and humans will always try to satisfy their needs with all their abilities. This has not been felt by most lecturers at Private Universities in LLDIKTI Region IX Sulawesi, where the needs of the lecturer are still much greater than the results received, so it needs to be a concern for all parties to make changes to organizational culture so that culture facilitates the birth of a commitment to something greater than the interests of individuals.

Job satisfaction is basically something that is individual. Each individual has a different level of satisfaction according to the value system that applies to him, the higher the assessment of the activity is felt in accordance with the desires of the individual, the higher his satisfaction with the activity. Thus, satisfaction is an evaluation that describes a person for feeling happy or unhappy, satisfied or dissatisfied at work. Rivai(2018).

The activity and productivity of private college lecturers is still quite low compared to lecturers of public universities, the average functional position (academic position) of some lecturers in private universities is still lower than the functional positions of lecturers in public universities.

**Table 1: Amount of Dpk and Dty Lldikti Ix Sulawesi Based on Academic Position**

No	Academic Department	2018	2019	2020
1	Professor	74	93	107
2	Lektor Kepala	666	697	760
3	Lektor	1.896	2.264	2.738
4	Asisten Ahli	3.764	4.681	5.526
5	Tenaga Pengajar	7.704	8.062	8.728
<b>Total</b>		<b>14.104</b>	<b>15.797</b>	<b>17.859</b>

Based on the table above, there are still 8,728 or about 48.87% of lecturers who have permanent lecturer status or DPK civil servants who do not have academic positions. The Academic Position of Lecturer is one of the requirements for lecturer certification. When a lecturer has not been certified, the lecturer cannot be said to be professional. Lecturer certification is one of the indicators of lecturer quality, therefore coaching on lecturer careers still needs to continue to be done in order to continue to increase the number of lecturers shaking hands.

Based on the table above, there are still 8,728 or about 48.87% of lecturers who have permanent lecturer status or DPK civil servants who do not have academic positions. The Academic Position of Lecturer is one of the requirements for lecturer certification. When a lecturer has not been certified, the lecturer cannot be said to be professional. Lecturer certification is one of the indicators of lecturer quality, therefore coaching on lecturers' careers still needs to continue to be done in order to continue to increase the number of lecturers shaking academically, which results in an increase in certified lecturers, which will have an impact on improving lecturers' welfare through lecturer professional benefits provided.

In 2020, the number of LLDIKTI Regional IX lecturers with both civil servant and non-civil servant status who are still qualified for S1 is 1,088 people, S2 as many as 10,936 people and S3 as many as 1,552 people. But there are still lecturers with S1 qualifications and below who must be the attention of the leadership in terms of increasing lecturer qualifications to a minimum of S2 in accordance with the mandate of Law No. 20 of 2005.

This fact illustrates that to improve the qualifications of these lecturers is not easy, because most private universities are constrained by limited financing, not preparing enough budgets for financing human resource development in terms of further study from strata 1 to strata 2. on the other hand, the scholarship fund for the BPPDN program for further study of the Ministry of Education and Culture is no longer disbursed for the further study of lecturers from S1 to S2, currently the education funds that get financing are from master (S2) to doctoral level (S3).

This shows that to improve the functional position of lecturers need to be motivated, especially activities related to the tridarma of higher education such as educational and teaching activities, research, community service, and other supporting activities.

Previous research examining the influence of organizational culture on job satisfaction and performance is Karnila and Didiek (2018), with the results of research showing organizational culture has a positive and significant effect on job satisfaction and employee performance. Another study, Andi Adawiah (2012) showed that there is a positive and significant direct influence of organizational culture on satisfaction and there is a positive and significant direct influence of job satisfaction on lecturer performance.

The leader is very instrumental in the performance of his lecturers, in bringing effective change and growth, the leader needs to foster a good relationship with his subordinates, the leader not only has great abilities or encourages his subordinates to work harder, but he must also be willing to take responsibility for the actions taken by his subordinates, able to stimulate his subordinates to dare to make decisions in reasonable and pleasant situations. According to Griffin (2018: 68) leaders are individuals who are able to influence the behavior of others without having to rely on violence, leaders are individuals who are accepted by others as leaders.

The phenomenon of transformational leadership style in universities becomes an interesting problem and has a major influence on activities and productivity in private universities. In the world of education, leadership style has a strong influence on the course of the organization and the survival of the organization. The role of leadership is very strategic and important in the management of private universities, one of the determinants of success in achieving the mission, vision and objectives of a private college management.

## **LITERATURE REVIEW**

### **1. Human Resource Management Concept**

Human resource management studies are a concentration of areas of study observed in their relevance to organizational culture, leadership style, job motivation, job satisfaction and performance. This observed variable is a human resource management concentration variable. Understanding each of these variables, it is necessary to understand the importance of human resource management.

Management as a series of activities (including planning and decision making, organizing, leadership and control) directed at organizational resources (human, financial, physical and informational) with a view to achieving organizational goals effectively and efficiently. Griffin (2018:7)

Robbins (2018: 8) states that management is a work activity that involves coordination and supervision of the work of others so that the work can be completed efficiently and effectively. efficiency by doing the work on target, or producing as much output as possible from as few inputs as possible. effectiveness by doing the right work, or completing activities that directly encourage the achievement of organizational goals.

### **2. Organizational Culture Concept**

The word culture (culture) according to Darodjat (2015: 4) comes from the discipline of Anthropology; with the

character killman, interpreted as a philosophy, ideology, values, assumptions, beliefs of hope, attitudes, and norms that are shared and binding on a society. According to Deal and Kennedy (Darodjat. 2015: 9) culture is an integrated pattern of human behavior including thoughts, speech, actions, and artifacts and depends on the capacity of people to listen, and pass on knowledge to the next generation.

If the organizational culture is strong, the members in the organization consider the rules no longer a shackled obligation, but have become a necessity, On the other hand, they have a sense of community, kinship and pride in the organization which in turn fosters the satisfaction and commitment of members, which is why culture is important to manage. Edison (2018:115).

According to Rivai and Mulyadi (2012: 374) stated that organizational culture is a framework that guides daily behavior and makes decisions for employees and directs their actions to achieve organizational goals. Organizational culture is a pattern of beliefs and values (Values) of the organization that is understood, imbued, and practiced by the organization, so that the pattern gives its own meaning and becomes the basis of the rules of behavior in the organization. Therefore, organizational culture is used as a controller and direction in shaping human attitudes and behaviors that exist in the organization. Organizational culture is expected to have a positive influence on the personal members of the organization as well as on the organization in terms of achieving the vision and mission and goals of the organization.

### **3. Leadership Style Concept**

The concept of leadership has for decades been researched by hundreds of experts, through various methods, focusing on various elements of leadership with various points of view. Of course, the results obtained are also diverse. One of the most consistent findings among hundreds of studies is that one style/type of leadership

cannot be applied continuously, but rather depends on the situation, the task carried out and the characteristics of the subordinates it leads. Rivai (2018:291).

The concept of leadership changes as the organization changes. That is, the context of the environment in which leadership is run influences what approach is most effective, in addition to what kind of leaders the community admires most. Technology, economic conditions, labor conditions and social and cultural values all the time all play a role. Daft (2012:329).

A leader is someone who has subordinates or followers for a cause and his success is strongly influenced by the leadership he has. While leadership has been described by some experts as an action that influences others or subordinates to cooperate to achieve certain goals. Edison (2018:87).

A leader is someone who can influence others and has managerial authority. Leadership is the process of leading a group and influencing that group in achieving goals. Robbins & Coulter (2018:127).

### **4. Concept of Work Motivation**

Assessing the understanding of the concept of motivation, first need to understand the term. Motivation comes from the word "movere" which means "drive or drive". According to Robbins & Coulter (2010: 109), motivation is the process by which a person's efforts are energized, directed, and sustained toward achieving a goal.

### **5. Job satisfaction in an Islamic Perspective**

In Islam, work is worship. Therefore, the highest level for a Muslim official in carrying out his work is when he seems to see Allah. If he cannot reach this level, then at least he feels that God sees it. Shi'ar a Muslim in carrying out his work is to get the pleasure of Allah Swt. Job Satisfaction in the Islamic Perspective maintains the interests of both parties, namely the employer or superior with workers. What is meant by workers in this



study is a teacher, while what is meant by the boss or employer is the principal or the foundation related to the payment of teacher salaries. If the teacher is not paid a salary commensurate with the manpower that has been used, it is considered to be persecuted by the parties involved in the payment of the teacher's salary. If that happens, then the teacher experiences dissatisfaction in work because the provision of salary is one dimension of job satisfaction. If job satisfaction is associated with Islamic teachings then what arises is about sincerity, patience, and gratitude.

### 6. The Concept of Job Satisfaction

Job satisfaction is basically something that is individual. Each individual has a different level of satisfaction according to the value system that applies to him. The higher the assessment of the activity is felt in accordance with the wishes of the individual, the higher the satisfaction with the activity. Rivai (2018:620).

Everyone who works expects satisfaction from their place of work. Job satisfaction will affect the productivity that managers expect very much. For this reason,

managers need to understand what to do to create job satisfaction for their employees. Wibowo (2018:415)

According to Dadang, (2013: 15) job satisfaction is a pleasant or unpleasant emotional state towards work, job satisfaction reflects a person's feelings towards his work. Meanwhile, according to Badeni, (2017:43) employee job satisfaction is a person's attitude towards his work that can be a positive or negative attitude, satisfied or dissatisfied.

### 7. Performance Concept

Performance is the entire result produced on a specific work function or activity during a specific period. Overall performance at work is equal to the amount or average of performance on an important job function. Functions related to the work will be performed and not performed with individual performance characteristics.1 Meanwhile performance according to Islam is an individual form or way of self-actualization. Performance is a tangible form of values, beliefs, and understandings that are embraced and based on strong moral principles and can be a motivation to give birth to quality work.

Table 2

No	Variable	Originator of theory	Theory
1	Organizational Culture	Pomant (2013:96)	Value philosophy theory, that the founding philosophy of advanced and modern organizations is always based on five values philosophies, namely integration, identity, responsibility, discipline and orientation of results.
		Robbins & Coulter (2010:63)	Suggesting that organizational culture is a collection of values, principles, traditions and ways of working that are shared by and influence the behavior and actions of the members of the organization.
		Greenberg dan Baron (dalam Soetopo, 2010,122)	Organizational culture theory as a cognitive framework that contains the attitudes, values, norms of behavior, and expectations possessed by members of the organization
		Edgar Schein dalam Wibowo (2010:16)	The philosophical theory that underlies organizational policy, the rules of the game for getting along with, and the feelings or climate brought about by the physical preparation of the organization.
		Yulk dalam Sunyoto (2018:227)	Organizational culture theory has two main functions, namely: As a process of internal integration, and as a process of external adaptation.
		Robbins and Judge dalam Sunyoto (2018:225)	The theory of organizational cultural characteristics consists of dimensions including: Innovation and risk-taking, Attention to detail, Outcome orientation, People orientation, team organization, aggressiveness, stability.
2	Leadership Style	Bass (2010:125)	The theory of transactional leadership characteristics of the bass that every leader must be able to exchange in influencing and moving his subordinates to carry out leadership characteristics well.
		Robbin (2007:49)	The type theory that every leader seeks to lead according to the type he likes. The form of the type that is favored in the form of personality, authoritarian, democratic, paternalistic and endogenous.
		Fiedler (2007:195)	The theory of leadership characteristics that organizational leadership is run based on leadership characteristics that have the nature, behavior, type and style of lead to direct and move subordinates to realize organizational goals.
		Davis (2007:19)	The theory of nature essentially examines leadership by focusing on the leader himself by questioning the traits that deserve to be considered a leader.

No	Variable	Originator of theory	Theory
		Mintzberg (2010:10)	Behavioral theory states that leadership behavior is the process of forming the character of a leader who has clear talents, abilities, vision and mission, orientation and prospective in supporting his leadership.
		Stefanny (2010:74)	Style theory that leaders always exhibit transactional leadership in favor of organizational progress. The usual style is shown in the form of instruction, consultation, participation and delegation.
		Greene (2007:39)	Group theory usually forms leadership based on initiative, working relationships, interests and goals.
3	Work Motivation	Robbins (2006:214-215)	Maslow's hierarchy of needs theory is that hierarchically and chronologically according to Maslow, every human being is motivated to meet the main needs, namely physiological, security, social, rewarding and self-actualization needs.
		Herzberg (Gibson, Ivancevic dan Donnelly,2010:149)	McGregor's Theory X and Y developed the maintenance theory or the two-factor theory of X and Y about motivation. These two factors are called factors that make people feel dissatisfied and factors that make people feel satisfied.
		McClelland	McClelland's theory of achievement There are three types of needs for achievement expressed by McClelland, namely the need for achievement (n-Ach), the need for affiliation (n-Aff) and the need for power (n-Pow) and the need for power (n-Pow).
		Handoko (2006:263)	The theory of expectations from Vroom is known as the theory of reward motivation such as the provision of incentives (valence) opportunities to increase work competence (opportunity) and the possibility of giving promotion of positions or promotions (instrumentality).
		Clayton Alderfer	Clayton Alderfer's ERG theory states that there are three categories of individual needs, namely existence, relatedness and growth.
4	Job Satisfaction	Herzberg dalam Rivai (2018)	Maintenance theory or X and Y that everyone in fulfilling job satisfaction is always faced with satisfactory and unsatisfactory results.
		Robbins(2007:152)	Motivator Hygiene Theory (M-H) describes job satisfaction that sees a positive relationship between job satisfaction and human resource organization commitment.
		Robbins(2007:152)	Intrapersonal Comparison Theory (Discrepancy Theory) that satisfaction or dissatisfaction felt by the individual is the result of comparisons or gaps made by oneself to various things that have been obtained from work and which are his expectations.
		Robbins(2007:152)	Equity Theory that a person will feel satisfied or dissatisfied depending on whether he feels justice or not for a situation.
		Robbins(2007:152)	Two Factors Theory that job satisfaction and dissatisfaction are two different things.
5	Performance	Marcel (2010:192)	Two Factors Theory that job satisfaction and dissatisfaction are two different things. ...
		Samuelson (2013:84)	The "Goal" theory that goals are assumptions of satisfaction tailored to the level of performance.
		Norman (2012:85)	Service standards are the key to the success of the organization to realize good performance.
		Heszkett (2008:74)	The theory of the quality of public services that quality public services provide a process of providing services that satisfy public expectations.

Source: Library Review

## HYPOTESIS

Referring to the formulation of the problem that has been described above, the hypothesis proposed as follows:

- Organizational culture has a positive and significant effect on the job satisfaction of lecturers in the LLDikti Environment region IX Sulawesi.
- Leadership style has a positive and significant effect on lecturer job satisfaction in lldikti environment region IX Sulawesi.
- Work motivation has a positive and significant effect on the job satisfaction of lecturers in the LLDikti Environment region IX Sulawesi.
- Organizational culture has a positive and significant effect on the performance of lecturers in the LLDikti Environment region IX Sulawesi.
- Leadership style has a positive and significant effect on the performance of lecturers in the LLDikti Environment region IX Sulawesi.
- Work motivation has a positive and significant effect on the performance of lecturers in the LLDikti Environment region IX Sulawesi.
- Organizational culture through job satisfaction has a positive and significant effect on the performance of lecturers in the LLDikti Environment region IX Sulawesi.
- Leadership style through job satisfaction has a positive and significant effect on the performance of lecturers in the LLDikti Environment region IX Sulawesi.
- Job motivation through job satisfaction has a positive and significant effect on the performance of lecturers in the LLDikti Environment region IX Sulawesi.

the performance of lecturers in the LLDikti Environment region IX Sulawesi.

10 Job satisfaction has a positive and significant effect on the performance of lecturers in the LLDikti Environment region IX Sulawesi.

## RESEARCH METHODS

This research is exploratory research that seeks to look for relatively new relationships, and explanatory is research conducted by explaining the symptoms caused by a research object. Judging from the aspect of the data is ex post facto research, which means that after the event is a systematic empirical search research, where researchers cannot control the free variable because events have occurred or their nature cannot be manipulated.

The population in this study is all lecturers of private universities in the LLDikti Environment region IX Sulawesi which is taken purposively based on Region / Province. Data obtained from LLDikti Region IX Sulawesi that the total number of lecturers as many as 4,159 people, consisting of Private Universities accredited A and B.

## RESEARCH RESULTS

### A. Descriptive Research Variables

#### 1. Organizational Culture

Table 3: Frequency and Percentage of Organizational Culture Variable Responses

Indicator	Respondent Answer Score										Mean
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
X1.1	0	0.00	1	0.38	21	8.08	141	54.23	97	37.31	4.16
X1.2	1	0.38	1	0.38	32	12.31	148	56.92	78	30.00	4.01
X1.3	0	0.00	5	1.92	74	28.46	141	54.23	48	18.46	3.86
X1.4	0	0.00	2	0.77	43	16.54	139	53.46	76	29.23	4.11
X1.5	0	0.00	0	0.00	18	6.92	121	46.54	121	46.54	4.24
<b>Mean Organizational Culture Variables</b>											<b>4.08</b>

Source: Primary Data Processed/Attachment....(2022)

Based on Table 3 above, it can be known that the average lecturer's perception of organizational culture for all respondent indicators gives a good score; this can be seen from the average value of 4.08.

The highest indicator contributing to organizational culture is the team

The data analysis techniques used in explaining phenomena in this study are descriptive statistical analysis techniques and Structural Equation Modeling (SEM) analysis.

#### 1. Descriptive Analysis:

Descriptive statistical analysis is used to analyze data by decrypting, describing or painting systematically, factually and accurately about phenomena or relationships between phenomena investigated.

#### 2. Inferential analysis:

Inferential analysis used structural equation model (SEM) analysis is a statistical analysis technique that combines several aspects contained in path analysis and confirmatory factor analysis to estimate several simultaneously.

#### 3. Data Validity and Reliability:

Validity is the accuracy of the measuring instrument against the measured even though it is done many times and everywhere. this means that the measuring instrument must have good accuracy, especially if the measuring instrument is used so that validity will increase the weight of the correctness of the data that the researcher wants. (Semmaila, B and Reza. A.A. 2017:107).

orientation indicator with a mean value of 4.24, followed by a self-awareness indicator with a mean value of 4.16, a performance indicator with a value of 4.11. then the aggressive indicator 4.01 But the personality indicator of some respondents has a perception of disagreeing with 3.86.

## 2. Leadership Style

**Table 4: Frequency and Percentage of Leadership Style Variable Responses**

Indicators	Respondent Answer Score										Mean
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
X2.1	0	0	2	0.77	20	7.69	156	60.00	80	30.77	4.08
X2.2	0	0	2	0.77	37	14.23	156	60.00	65	25.00	4.01
X2.3	0	0	1	0.38	21	8.08	162	62.31	76	29.23	4.13
X2.4	0	0	1	0.38	40	15.38	154	59.23	61	23.46	3.97
<b>Mean Leadership Style Variable</b>											<b>4.05</b>

Source: Primary Data Processed/Attachment....(2022)

Based on Table 4, the above can be known that the average lecturer's perception of leadership style for all respondent indicators gives a good score; this can be seen from the average value of 4.05.

The highest indicator contributing to the leadership style is the intellectual

simulation indicator with a mean value of 4.13, followed by a charismatic indicator with a mean value of 4.08, a quadrant of the inspirational motivation indicator with a value of 4.01. then the individual consolidation indicator 3.97.

## 3. Work Motivation

**Table 5: Frequency and Percentage of Work Motivation Variable Responses**

Indicators	Respondent Answer Score										Mean
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
X3.1	0	0	0	0.00	24	9.23	155	59.62	81	31.15	4.09
X3.2	0	0	4	1.54	60	23.08	150	57.69	36	13.85	3.81
X3.X	0	0	4	1.54	43	16.54	146	56.15	67	25.77	3.90
<b>Mean of Work Motivation Variable</b>											<b>3.93</b>

Source: Primary Data Processed/Attachment....(2022)

Table 5 above shows that lecturers' perception of work motivation for the indicator of existence, respondents gave good grades, this can be seen from the average value of 4.09 while from the

indicators of connectedness and growth respondents gave enough values of 3.81 and 3.90. this means that lecturers have a fairly good motivation in carrying out their tasks, with an average respondent score of 3.93.

## 4. Lecturer Job Satisfaction

**Table 6: Frequency and Percentage of Job Satisfaction Variable Responses**

Indicators	Respondent Answer Score										Mean
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
Y1	0	0	0	0.00	25	9.62	167	64.23	68	26.15	4.16
Y2	0	0	4	1.54	64	24.62	163	62.69	29	11.15	3.82
Y3	0	0	13	5.00	83	31.92	139	53.46	25	9.62	3.68
Y4	0	0	0	0.00	20	7.69	177	68.08	63	24.23	4.21
Y5	0	0	0	0.00	10	3.85	161	61.92	89	34.23	4.30
<b>Mean Variable Job Satisfaction</b>											<b>4.03</b>

Table 6, above shows that the lecturer's perception of job satisfaction felt by lecturers, with the average score of respondents is good, at 4.03. this means that the lecturer is satisfied with his work,

however there are still some respondents choose the category of disagreeing, namely a score of 2. So this indicator has the potential to cause negative impacts if connected with other dimensions.



## 5. Lecturer Performance

Table 7: Frequency and Percentage of Performance Variable Responses

Indicators	Respondent Answer Score										Mean
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
Z1	0	0	2	0.77	53	20.38	159	61.15	46	17.69	3.95
Z2	0	0	5	1.92	50	19.23	175	67.31	30	11.54	3.91
Z3	0	0	2	0.77	73	28.08	160	61.54	25	9.62	3.78
Z4	0	0	3	1.15	57	21.92	174	66.92	26	10.00	3.85
Z5	0	0	3	1.15	60	23.08	161	61.92	36	13.85	3.88
<b>Performance Variable Mean</b>											<b>3.87</b>

Source: Primary Data Processed/Attachment....(2022)

Table 7, shows that the average perception of respondents is 3.87 and generally respondents choose well (score 4) and followed by enough (score 3). The data illustrates that of the five perception indicators respondents are in the category of

moderate or sufficient. However, there are still some respondents who choose the category of strongly disagreeing (score 1) and disagreeing (score 2). So this indicator has the potential to cause negative impacts if connected with other dimensions.

Table 8: Validity Test Results

Variable/Indicators	Pearson Product Moment	r-kritis	Information
<b>Lecturer performance (Z)</b>			
Z1.1	0.856	0.300	Valid
Z1.2	0.812	0.300	Valid
Z1.3	0.827	0.300	Valid
Z1.4	0.821	0.300	Valid
Z1.5	0.858	0.300	Valid
<b>Lecturer satisfaction (Y)</b>			
Y1.1	0.712	0.300	Valid
Y1.2	0.732	0.300	Valid
Y1.3	0.701	0.300	Valid
Y1.4	0.735	0.300	Valid
Y1.5	0.678	0.300	Valid
<b>Organizational culture (X1)</b>			
X1.1	0.777	0.300	Valid
X1.2	0.711	0.300	Valid
X1.3	0.800	0.300	Valid
X1.4	0.838	0.300	Valid
<b>Leadership style (X2)</b>			
X2.1	0.835	0.300	Valid
X2.2	0.748	0.300	Valid
X2.3	0.842	0.300	Valid
X2.4	0.861	0.300	Valid
<b>Motivation(X3)</b>			
X3.1	0.537	0.300	Valid
X3.2	0.850	0.300	Valid
X3.3	0.808	0.300	Valid

Source: Data processed (2022)

In Table 8 above it can be seen that all statement items have a validity coefficient greater than r-critical 0.3. so that these items are worth using as a measuring instrument in research.

### 1. Rehabilitation Test

Table 9: Reliable Test Results

Variable	Coefficient of Reliability	r-kritis cronbach .alpha	information
Lecturer performance (Z)	0.891	0.60	Realibel
Lecturer satisfaction (Y)	0.746	0.60	Realibel
Organizational culture (X1)	0.836	0.60	Realibel
Leadership style (X2)	0.840	0.60	Realibel
Motivation (X3)	0.786	0.60	Realibel

The results of the reliability test in Table 9 above, show that the alpha value of the

research instrument on each variable is greater than the required value, which is

0.60 or greater than 0.60. thus, all the questionnaire instruments in this study were reliable (trustworthy).

### C. Research Model data testing

#### 1. Data Normality Test

This normality test can be seen in the Critical Ratio (CR) value of its skewness and rate if the CR value is between -1.96 to 1.96 ( $\pm 2.58$ ) at a significance level of 5% ( $\alpha = 0.05$ ) it can be concluded that the data is normal distribution both univariate and multivariate.

In the above output results, the critical ratio (CR) skewness and kurtosis of all indicators of this study variable do not show nil CR less than (-) 1.96 dal more (+) 1.96. The CR value of the smallest skewness is seen on the Z2 indicator -2,485 and the highest on the Y23 indicator is -0.435. Likewise, the CR value of kurtosis is highest on the indicator on the Z2 indicator at 2,133 and the lowest on the x1.3 indicator is -1,985. Since the CR value is located between -1.96 and 1.96 proves that the variable is

normal distribution univariate.

#### 2. Test Outliers

The results of the examination showed that there are several variables or indicators of research that are outliers, the distance Mahalanobis to centroids is significant ( $p < 0.05$ ). However, descriptively based on the mean value and standard deviation (with the help of SPSS software 24) as presented in Appendix 6 it is obtained that for all research indicators have a greater mean value than the standard deviation, so all indicators used in this study deserve to be analyzed to prove the hypothesis.

#### 3. Linearity Test

The model is said to be good when the development of the hypothetical model is theoretically supported by empirical data. The results of structural equation modeling (SEM) analysis in the initial stage in full can be seen in Figure 1 below.

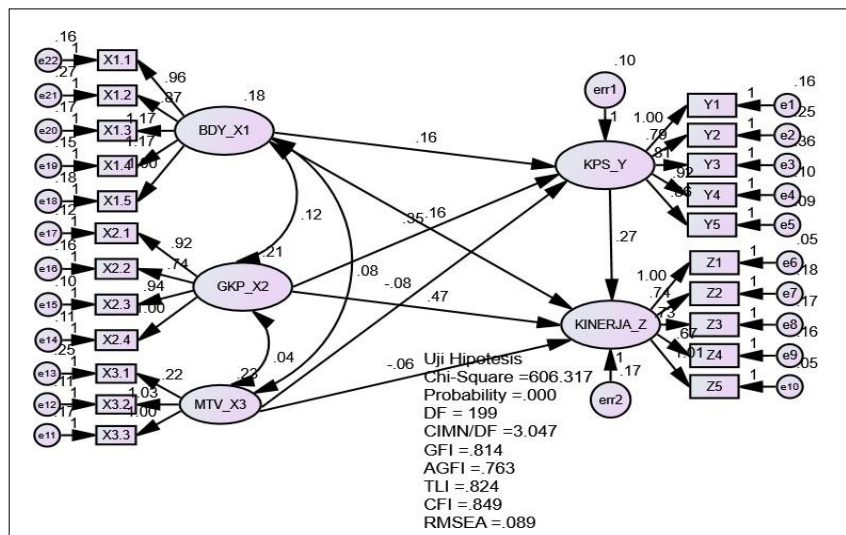


Figure 1. Initial Structure Model Test Results

From the evaluation of the model shows that of the eight criteria goodness of fit indices, it is seen that the chi-square value is still too large and the overall criteria have not been in accordance with the specified cut off value so it is necessary to

modify the model by correlation between indicator-indicator errors in accordance with the instructions of the modification indices. The results of the analysis after the final model obtained are as follows:

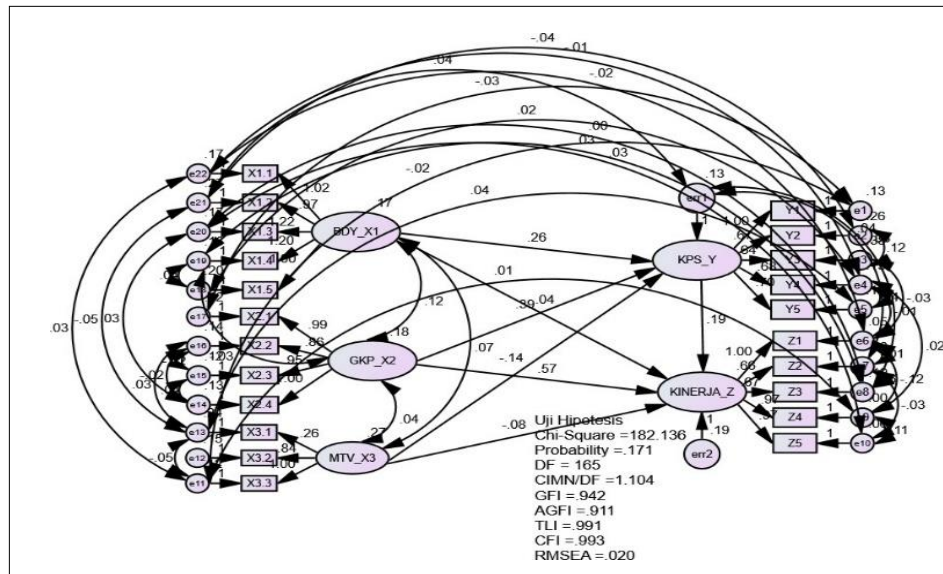


Figure 2. Preliminary Structure Model Testing Results

The results of the model test presented above are then evaluated based on goodness of fit indices in the following table with the presentation of all model criteria and critical values that have data conformity.

Table 10. Evaluation of criteria goodness of fit indices overall models

Goodness of fit index	Cut-off value	Initial model results	Ket.	Model resultsend	Ket
X <sup>2</sup> -Chi-Square	Expected small	606.317 > (0.05:199=232.911)	Marginal	224.590 < 0.05:165=182.136	Good
Probability	≥ 0.05	0.000	Marginal	0.171	Good
CMIN/DF	≤ 2.00	3.047	Marginal	1.104	Good
GFI	≥ 0.90	0.814	Marginal	0.942	Good
AGFI	≥ 0.90	0.763	Marginal	0.911	Good
TLI	≥ 0.90	0.824	Marginal	0.991	Good
CFI	≥ 0.90	0.849	Marginal	0.993	Good
RMSEA	≤ 0.08	0.089	Marginal	0.020	Good

As the results of the model evaluation at the initial stage are seen from the 8 criteria goodness of fit indices, the existence of a fairly fit or marginal model between the data and the model. This is evident from the 8 index values, the

marginal ones are chi-square, probability, CMIN/DF, GFI, AGFI, except TLI, and CFI. But RMSEA has been in accordance with the standard so it is necessary to modify the model in accordance with the instructions of the modification indices

#### D. Confirmatory Analysis

Table 11: Loading factors and critical ratio indicators of variable Organizational Culture, Leadership style, Motivation, Lecturer Job Satisfaction and Lecturer Performance

Indikator	LoadingFactor (λ)	CriticalRatio.	Profitability(p)	Information
<b>Organizational Culture (X1)</b>				
X1.1	0.733	9.774	0.000	Signifikan
X1.2	0.706	8.434	0.000	Signifikan
X1.3	0.782	10.265	0.000	Signifikan
X1.4	0.762	11.817	0.000	Signifikan
X1.5	0.770	-	-	Fix
<b>Gayakepemimpinan(X2)</b>				
X2.1	0.807	10.933	0.000	Signifikan
X2.2	0.737	9.336	0.000	Signifikan
X2.3	0.722	13.373	0.000	signifikan
X2.4	0.754	-	-	Fix
<b>Motivasi(X3)</b>				
X3.1	0.732	2.982	0.000	Signifikan
X3.2	0.788	4.990	0.000	Signifikan
X3.3	0.786	-	-	Fix

Lecturer Job Satisfaction (Y1)				
Y1.1	0.787	-	-	Fix
Y1.2	0.761	6.489	0.000	Signifikan
Y1.3	0.875	5.321	0.000	Signifikan
Y1.4	0.769	9.809	0.000	Signifikan
Y1.5	0.772	9.921	0.000	Signifikan
Operational Performance (Y2)				
Z1.1	0.935	-	-	Fix
Z1.2	0.735	11.130	0.000	Signifikan
Z1.3	0.812	11.060	0.482	Signifikan
Z1.4	0.768	10.008	0.000	Signifikan
Z1.5	0.906	18.578	0.000	Signifikan

Based on Table 11 above the Loading factor value with a Critical Ratio (CR) value that provides an overview to explain each of the observed variable indicator constructs based on the determination of the loading factor value presented from the results of the standard regression estimate (standardized regression) with a significant p value construct or  $< 0.05$ . In the table above shows positive and significant values for all five variables and each indicator which

means that the test results against the variable measurement model are:

### E. Hypothesis Testing

Based on the empirical model conducted in this study, it can be tested on hypotheses submitted through track coefficient testing on the structural equation model. Table 25 is a hypothesis test by looking at the value, if the value of p-value is smaller than 0.05, then the influence between variables is significant. Test results are presented in the following table:

Table 12. Total Influence, Direct Influence and Indirect Influence Between variables

No	Variabel			P-Value	Direct Effect	Indirect Effect	Total Effect	Information
	Eksogen	Intervening	Endogen					
<b>Direct Influence</b>								
H-1	Organizational Culture (X1)	Lecturer Job Satisfaction(Y1)	-	0.034	0.249	-	0.249	Significant
H-2	Leadership style(X2)	Lecturer Job Satisfaction(Y1)	-	0.001	0.381	-	0.381	Significant
H-3	Motivation(X3)	Lecturer Job Satisfaction(Y1)	-	0.039	0.167	-	0.167	Significant
H-4	Lecturer Job Satisfaction(Y1)	-	Lecturer Performance (Z)	0.030	0.255	-	0.255	Significant
H-5	Organizational Culture (X1)	-	Lecturer Performance (Z)	0.715	0.031	-	0.031	Insignificant
H-6	Leadership style (X2)	-	Lecturer Performance (Z)	0.000	0.454	-	0.454	Significant
H-7	Motivation (X3)	-	Lecturer Performance (Z)	0.185	0.079	-	0.079	Insignificant
<b>Pengaruh Tidak Langsung Antarvariabel</b>								
H-8	Organizational Culture (X1)	Lecturer Job Satisfaction(Y)	Lecturer Performance (Z)	0.046	0.249	1.684	1.933	Significant
H-9	Leadership style(X2)	Lecturer Job Satisfaction(Y)	Lecturer Performance (Z)	0.001	0.381	2.249	2.630	Significant
H-10	Motivation(X3)	Lecturer Job Satisfaction(Y)	Lecturer Performance (Z)	0.039	0.167	1.963	2.130	Significant

Source: Data Processing Results 2022 (appendix 5).

Of the overall 10 direct path models hypothesized there are two insignificant direct paths. The interpretation of Table 25 can be explained as follows:

Organizational culture has a positive and significant influence on Lecturer Job Satisfaction with p-value =  $0.034 < 0.05$  with a coefficient value of 0.249, the

coefficient indicates that the increase in organizational culture variables, will be followed by an increase in Lecturer Job Satisfaction. (Hypothesis 1 accepted)

Leadership style has a positive and significant influence on Lecturer Job Satisfaction with  $p\text{-value} = 0.001 < 0.05$  with a coefficient value of 0.381, the coefficient indicates that the increase in variable Leadership style, will be followed by an increase in Lecturer Job Satisfaction. (Hypothesis 2 accepted)

Work motivation has a positive and significant influence on Lecturer Job Satisfaction with  $p\text{-value} = 0.039 < 0.05$  with a coefficient value of 0.167, the coefficient indicates that the increase in motivation variables, will be followed by an increase in Lecturer Job Satisfaction. (Hypothesis 3 accepted)

Job Satisfaction of Motivational Lecturers has a positive and significant influence on Lecturer Performance with  $p\text{-value} = 0.030 < 0.05$  with a coefficient value of 0.255, the coefficient shows that the increase in motivation variables, will be followed by an increase in Lecturer Job Satisfaction. (Hypothesis 4 accepted)

Organizational culture has a positive but insignificant influence on Lecturer Performance with  $p\text{-value} = 0.715 > 0.05$  with a coefficient value of 0.031, coefficient It shows that the improvement of organizational culture variables, has not been maximally able to improve lecturer performance. (Hypothesis 5 Accepted)

Leadership style has a positive and significant influence on lecturer performance with  $p\text{-value} = 0.000 < 0.05$  with a coefficient value of 0.454, the coefficient indicates that the increase in the leadership style variable, will be followed by an increase in Lecturer Job Satisfaction. (Hypothesis 6 Accepted)

Motivation has a positive and but insignificant influence on Lecturer Job Satisfaction with  $p\text{-value} = 0.185 > 0.05$  with a coefficient value of 0.079, coefficient The show that the increase in motivation variables, has not been maximally able to

improve lecturer performance. (Hypothesis 7 is accepted)

Organizational Culture has a positive and significant influence on Lecturer Performance through Lecturer Job Satisfaction with  $p\text{-value} = 0.046 < 0.05$  with an indirect effect value of 1,933, this coefficient indicates that there is an improvement in Organizational Culture, will be followed by improving Lecturer Performance through Lecturer Job Satisfaction. (Hypothesis 8 accepted)

Leadership style has a positive and significant influence on Lecturer Performance through Lecturer Job Satisfaction with  $p\text{-value} = 0.001 < 0.05$  with an indirect effect value of 2,249, this coefficient indicates that there is an increase in leadership style, will be followed by improving Lecturer Performance through Lecturer Job Satisfaction. (Hypothesis 9 accepted)

Motivation has a positive and significant influence on Lecturer Performance through Lecturer Job Satisfaction with  $p\text{-value} = 0.039 < 0.05$  with an indirect effect value of 2,130, this coefficient indicates that there is an increase in leadership style, will be followed by improving Lecturer Performance through Lecturer Job Satisfaction. (Hypothesis 10 is accepted).

## CONCLUSION

Organizational culture has a positive and significant effect on the job satisfaction of lecturers in the LLDikti Environment region IX Sulawesi. This has implications that improving organizational culture in the form of self-awareness, aggressiveness, personality, performance and team orientation, can increase lecturer satisfaction in the LLDikti Environment region IX Sulawesi.

Leadership style has a positive and significant effect on lecturer job satisfaction in lldikti environment region IX Sulawesi. This has implications that improving leadership style in the form of Charismatics, inspirational motivations, intellectual



simulations and individual considerations, can increase lecturer satisfaction in the LLDikti Environment region IX Sulawesi.

Lecturer work motivation has a positive and significant effect on lecturer job satisfaction in lldikti environment IX Region of Sulawesi. This has implications that increased motivation for lecturers' work in the form of existence is an encouragement in employees who always want to exist to work well. Connectedness is the creation of social interaction for employees to work harmoniously. Growth is building opportunities to develop themselves and work, can increase the satisfaction of lecturers in the LLDikti Environment region IX Sulawesi.

Lecturer job satisfaction has a positive and significant effect on the performance of lecturers in the LLDikti Environment region IX Sulawesi. This has implications that increasing lecturer satisfaction if the work is interesting, work challenges, work performance, appreciation and getting promotions can improve the performance of lecturers in the LLDikti Environment region IX Sulawesi.

Organizational culture has a positive effect on the performance of lecturers in the LLDikti Region IX Environment, but it is not significant. This has implications that the improvement of organizational culture in the form of self-awareness, aggressiveness, personality, performance and team orientation, has not been maximally able to increase lecturer satisfaction in the LLDikti Area IX Sulawesi Environment.

Leadership style has a positive and significant effect on the performance of lecturers in the LLDikti Environment region IX Sulawesi. This shows that if the leadership style increases, it will be followed by improved performance of lecturers in the LLDikti Environment region IX Sulawesi.

Work motivation has a positive and insignificant effect on the performance of lecturers in the LLDikti Environment region IX Sulawesi. This shows that the motivation

of lecturers' work has not been able to improve the performance of lecturers in the LLDikti Environment region IX Sulawesi.

Organizational culture, leadership style and lecturer work motivation have a positive and significant effect on lecturer performance through lecturer job satisfaction in lldikti environment IX Sulawesi. This shows that lecturer job satisfaction is very important in improving lecturer performance.

**Acknowledgement:** None

**Conflict of Interest:** None

**Source of Funding:** None

## REFERENCES

- 1 Ahmadi, Candra, dan Dadang Hermawan. 2013. E-Business & E-Commeece. Yogyakarta, Andi
- 2 AhmadS.Ruky.2012.Sistem Manajemen Kinerja, PT. Gramedia Pustaka Utama, Jakarta.
- 3 Akomolafe, M. J., & Ogunmakin, A. O. (2014). Job Satisfaction among Secondary School Teachers: Emotional Intelligence, OccupationalStress and Self-Efficacy as Predictors. *Journal of Educational and Social Research*, 4(3), 487–498. <https://doi.org/10.5901/jesr.2014.v4n3p487>
- 4 Ali,K.,&Agustian,D.W.(2018).AnalisisPengaruhBudayaOrganisasiDanGayaKepemimpinanTerhadapKepuasanKerjaUntukMeningkatkan Kinerja karyawan Di Rumah Sakit MuhammadiyahMetro.Ilmiah,12(2),7–15.
- 5 Amin, M., Tatlah, I. A., & Islam, M. (2018). Leadership styles of the campusprincipals and divisional directors in a public university of Pakistan. *Bulletin of Education andResearch*,40(1),155–181. <https://eric.ed.gov/?id=EJ1209689>
- 6 Amstrong, Michael.(2014). A Hand book of Human Resources Management Practice. 13thedtion. Philadelphia: Kogan Page.
- 7 Arshadia, N.(2010). Basic need satisfaction, work motivation, and job performance in an industrial company in Iran. *Procedia- Social and BehavioralSciences*,5(2), 1267–1272. <https://doi.org/10.1016/j.sbspro.2010.07.273>
- 8 Asrar-ul-Haq, M., & Kuchinke, K. P. (2016). Impact of leadership styles

- employees' attitude towards their leader and performance: Empirical evidence from Pakistani banks. *Future Business Journal*, 2(1), 54–64. <https://doi.org/10.1016/j.fbj.2016.05.002>
- 9 AugustyFerdinand.2011, *Metode Penelitian Manajemen Pedoman Penelitian untuk Penulisan Skripsi, Tesis, dan Disertasi Ilmu Manajemen*, Edisi 3, AGF Books, Fakultas Ekonomika dan Bisnis Universitas Diponegoro, Semarang.
  - 10 Badriyah, M. (2015). *Manajemen Sumber Daya Manusia*, Cetakan 1. Pustaka Setia. Bandung.
  - 11 Bangun, Wilson. 2013. "Manajemen Sumber Daya Manusia". Jakarta: Erlangga.
  - 12 Baskoro, Sigit. W, dan Susanty, A. (2012). Pengaruh Motivasi Kerja dan Gaya Kepemimpinan Terhadap Disiplin Kerja serta Dampaknya pada Kinerja Karyawan (Studi Kasus pada PT. PLN (Persero) APD, Semarang). *Jurnal Undip*, Vol VII, No 2, Mei 2012.
  - 13 Brury Monce. (2016). Pengaruh Kepemimpinan, Budaya Organisasi, Motivasi Kerja Dan Kepuasan Kerja Terhadap Kinerja Pegawai Pada Kantor SAR Sorong. *Jurnal Riset Bisnis Dan Manajemen*, 4(1), 1–16.
  - 14 Daft, R. L. (2012). *Era Baru Manajemen* (E. Suharsi (ed.); 9th ed.). Salemba Empat.
  - 15 Darodjat, T. (2015a). *Konsep-Konsep Dasar Manajemen Personalia Masa Kini* (D. Wildan (ed.); 1st ed.). PT. Refika Aditama.
  - 16 Darodjat, T. (2015b). *Konsep-Konsep Dasar Manajemen Personalia Masa Kini* (D. Wildan (ed.); 1st ed.). PT. Refika Aditama.
  - 17 Dessler, Gary. 2014. *Manajemen Sumber Daya Manusia*. Jilid 1. PT Indeks: Jakarta Barat
  - 18 Djatola, H. R. (2019). Pengaruh Gaya Kepemimpinan, Motivasi Kerja dan Budaya Organisasi terhadap Kinerja Karyawan Pada PT. Bank BNI Syariah Palu. *JAMIN : Jurnal Aplikasi Manajemen Dan Inovasi Bisnis*, 1(2), 84. <https://doi.org/10.47201/jamin.v1i2.29>
  - 19 Donni. Juni Priansa. Garnida, Agus. 2013. *Manajemen Perkantoran Efektif, Efisien dan Profesional*. Bandung: Alfabeta.
  - 20 Edison, E., Anwar, Y., Komariyah, I. (2018a). *Manajemen Sumber Daya Manusia* (2nd ed.). Alfabeta.
  - 21 Ernawan, Erni R. (2011). *Budaya Organisasi dalam Perspektif Ekonomi dan Bisnis*. Bandung: Alfabeta
  - 22 Fahmi, Irham. 2016. *Manajemen Sumber Daya Manusia Teori dan Aplikasi*.
  - 23 Bandung: Alfabeta
  - 24 Falilah, W. (2019). *Economic Education Analysis Journal*. 2(1), 18–23. <https://doi.org/10.15294/eeaj.v8i3.35006>
  - 25 Gery, L. (2015). Pengaruh Gaya Kepemimpinan, Budaya Organisasi, Dan Nilai-Nilai Personal Terhadap Kinerja Pegawai Di Dinas Pendidikan Nasional Provinsi Sulawesi Utara. *Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 3(3), 1174–1184.
  - 26 Ghozali, Imam. 2016. *Aplikasi Analisis Multivariete Dengan Program IBM SPSS 23* (Edisi 8). Cetakan ke VIII. Semarang : Badan Penerbit Universitas Diponegoro
  - 27 Griffin. (2018a). *Manajemen* (W. C. Kristiaji (ed.); 7th ed.). Erlangga.
  - 28 Griffin. (2018b). *Manajemen* (W. C. Kristiaji (ed.); 7th ed.). Erlangga.
  - 29 Handoko, T. H. (2014). *Manajemen Personalia & Sumber Daya Manusia* (2nd ed.). BPF.
  - 30 Hakim, Abdul. 2011. Pelaksanaan kepemimpinan Islam dan budaya organisasi Islami dan pengaruhnya terhadap motivasi Islam kerjadan Kinerja Islam. *Asia Pacific Management Review*. Vol. 01, No. 17, pp 77-90
  - 31 Irawati, Sudarno, & Komardi, D. (2019). Effect of Work Motivation, Organizational Culture on Work Satisfaction and Performance of Teachers in Public Junior High School Pekanbaru. *Jurnal Ilmiah Manajemen*, 7(2), 210–221.
  - 32 Jatiningrum, C. D., Musadieg, M. Al, & Prasetya, A. (2016). Pengaruh Budaya Organisasi, Motivasi dan Kemampuan terhadap Kinerja (Studi Pada Karyawan dan Agen PT Asuransi Jiwasraya Branch Office Malang). *Administrasi Bisnis*, 39(1), 117–124.
  - 33 Josephine Junaedi. (2019). Pengaruh Gaya Kepemimpinan, Motivasi Kerja, Dan Disiplin Kerja Terhadap Kinerja Karyawan Pt. Indosterling Capital Surabaya. *Agora*, 8(2), 32–36. <http://publication.petra.ac.id/index.php/manajemen-bisnis/article/view/9231>
  - 34 Konstantinou, C., & Prezerakos, P. (2018). Relationship Between Nurse Managers' Leadership Styles and Staff Nurses' Job Satisfaction in a Greek NHS Hospital. *American Journal of Nursing*

- gScience.SpecialIssue:NursingEducationand Research,7(1),45–50.
- 35 Kreitner,RobertdanAngeloKinicki.2014.PerilakuOrganisasi.Edisi9.
- 36 Buku1.Jakarta: SalembaEmpat.
- 37 Luthans,Fred.2011.Perilaku organisasi. Yogyakarta : Andi
- 38 Mangkunegara.2011.ManajemenSumberDayaPerusahaan.RemajaRosdakarya.Bandung.
- 39 MathisdanJackson,2015,ManajemenSumberDayaManusia,Edisikelima,Yogyakarta.
- 40 Mulyadi,D.2015.PerilakuOrganisasiandKepemimpinanPelayanan. Alfbeta.Bandung.
- 41 Mitchell,C.(2008).DentalMaterialinOperativeDentistry.London:Quintessence Publishing.83.
- 42 Putra,R.,Ernila,Komardi,D.,&Suyono.(2019). Pengaruh Gaya Kepemimpinan, Motivasi,danBudayaOrganisasiTerhadapKepuasanKerja dan Kinerja Guru Pada SMKN 4 Pekanbaru. Procuratio: JurnalIlmiah Manajemen,7(4),470–483.  
<https://doi.org/10.11648/j.ajns.s.2018070301.17>
- 43 Rivai,Ramly,Mutis,A.(2018).ManajemenSumberDayaManusiaUntukPerusahaan(8thed.).RajawaliPers.
- 44 Veithzal Rivai. 2014. Manajemen Sumber Daya Manusia untukPerusahaan, Edisike6,PT. Raja GrafindoPersada,Depok, 16956.
- 45 VeithzalRivai,2013,ManajemenSumberDayaManusiaUntukPerusahaanDariTeoriKePraktek, Rajagrafindo persada,Bandung.
- 46 Rivai,VdanMulyadi,D.(2012a).KepemimpinanDanPerilakuOrganisasi(3rded.).RajaGrafindoPersada.
- 47 Rivai,VdanMulyadi,D.(2012b).ManajemenSumberDayaManusia(3rded.).RajaGrafindoPersada.
- 48 RobbinsandCoulter.(2010a).Manajemen(S.Saat(ed.);10thed.). Erlangga.
- 49 Robbins.StephenP. 2013. Perilaku Organisasi. SalembaEmpat Edisi 16
- 50 Schein,Edgar,H.(2010).OrganizationalCultureandLeadership(4thed.).
- 51 Sedarmayanti,H.(2018).SumberDayaManusiadanProduktivitasKerja(3rded.).MandarMaj.
- 52 Semmaila,BaharuddindanAhri,R.A.(2017).NoTitle(1sted.).ArusTimur.
- 53 Shafique, I., & Kalyar, M. (2018). Linking Transformational Leadership,Absorptive Capacity, and Corporate Entrepreneurship. *AdministrativeSciences*,8(2), 9.  
<https://doi.org/10.3390/admsci8020009>
- 54 Simamora,Henry.2007.ManajemenSumberDayaManusia.STIEYKPN.Yogyakarta.
- 55 Simanjuntak, Payaman. 2015. Manajemen dan Evaluasi Kinerja. Fakultas Ekonomi UniversitasIndonesia.Jakarta.
- 56 Siswanto,H,B. (2019). Pengantar Manajemen. Bumi Aksara. Soetopo, H. (2010).Perilaku Organisasi. Remaja Rosdakarya.
- 57 Sulaefi.(2019).TheInfluenceofOrganizationalCultureandWorkMotivation toward Employee Performance at Lestari Raharja HospitalMagelangIndonesia.*AmericanScientificResearchJournalforEngineering,Technology,andSciences(ASRJETS)*(2019),53(1),145–163.
- 58 Sutaryo,K.,&Purwana,D.(2017).theImpactof LeadershipStyleandWorkEnvironment To Employee’s Job Satisfaction With OrganizationalCultureAsModeratingVariableAtBalaiKesehatanPenerbanganJakarta. *JRMSI-Jurnal Riset Manajemen Sains Indonesia*, 8(1), 139–161.  
<https://doi.org/10.21009/jrmsi.008.1.08>

How to cite this article: Syafruddin, Musmulyadi, Abdul Rahman Mus et.al. Influence of organizational culture, leadership style, work motivation on job satisfaction and lecturer performance in the Lldikti environment region IX Sulawesi. *International Journal of Research and Review*. 2022; 9(4): 389-404. DOI: <https://doi.org/10.52403/ijrr.20220449>

\*\*\*\*\*