The Effect Of Leadership Style, Organizational Culture, And Job Satisfaction On Work Motivation And Its Implications In The Performance Of Tenured Faculty

Hendri Dunan, Appin Purisky Redaputri, Heylin Idelia Jayasinga

Abstract: This study aims to examine and analyze the influence of leadership style; organizational culture; job satisfaction, and work motivation either partially or simultaneously on the performance of tenured faculty of private universities in the province of Lampung. The design of this research is descriptive and verification; The research methods used are the method of descriptive survey and explanatory survey method. The type of investigation in this study is causal in. This research unit is individual, lecturers in private universities in the province of Lampung. The time horizon in this study was cross-sectional, data analysis techniques using descriptive statistics structural equation modeling to test the hypothesis by using SPSS software 8.80, with the composition of the sub-structure of leadership styles, organizational culture, and job satisfaction as exogenous, motivation as an intervening variable and the performance of lecturers as endogenous variable. With the population of 772 lecturers and 370 lecturers sample set with proportionate stratified random sampling method. The results show that there is a positive and significant effect either partially or jointly styles of leadership; organizational culture; job satisfaction on work motivation, with the contribution (R^2) 46% where the leadership style variable influence most dominantly on work motivation. There is a positive and significant effect either partially or jointly styles of leadership; organizational culture; job satisfaction and work motivation on performance with the contribution (R^2) 89%, where the most dominant leadership style variable affects the performance of tenured faculty. The study recommends to increase the motivation and performance of the lecturer, which can be done by improving the leadership style in advance through increased dimension of individualized attention and Professionalism Inspiration (X3), and then to increase other variables.

Index Terms: Leadership style, Organizational Culture, Job Satisfaction, Work Motivation and Lecturer Performance

1 INTRODUCTION

Human Resource Management specialization has been having a function related to the administration of the employee, which is related to the problem of recruitment, training and remuneration, and so on. Results obtained from the management of human resources that can either be ensured that the employees who were recruited have met the criteria established in accordance with the needs of the functional parts and receive appropriate rewards. The old paradigm of human resource management is more to serve the management is more to serve organization with the once, for those who have motivation, with the form of the organization, such as marketing, finance, production or other. With the changing business environment caused by technological change and globalization, it is imperative for human resources management to change its role in order to have a more strategic function within the organization. Therefore, the human resources department should run the new role and cooperate with other line managers to create an integrated plan that fits the needs of the organization. Likewise, changes in educational organizations, Many efforts have been done by the Indonesian government to improve the quality of education. But on the other hand, there are several factors that lead to difficulty in improving quality of education (Supaman, Eman: 2006: 131-132). Furthermore, with regard to the issuance of laws - laws that have an important role in changing the paradigm of education in Indonesia, among them: Law No. 20 year 2003 on National Education System, Law No. 14 Year 2005 on Teachers and Lecturers, and Government Regulation No. 19 year 2005 on National Education Standards, the Indonesian Government Regulation No. 37 of 2009 about Lecturer, Government Regulation No. 41 year 2009 on Teachers and Lecturers Professional allowance and the allowance of Honorary Professor and Law No. 12 year 2012 on Higher Education The impact of changes which is very important from the legislation is in common recognition of graduates of Public Universities and Private Universities. The implementation for private universities is that there is much more authority to the leaders of Private Universities to implement better education management, accountable, and can produce high-quality graduates. Data show that in Indonesia there are about 4,313 colleges in the form of academy, polytechnics, colleges, institutes, and universities. Of these 367 (8.50%) of them are public universities, and 3,946 (91.50%) are private universities. Universities in Indonesia in the form of a private university status are as much as 446 (85.93%), and in the form of public universities are 73 (14.06%). Similarly, the Kopertis Region II which coordinates universities where the study was conducted covering the provinces of South Sumatra, Bangka-Belitung, Bengkulu and Lampung has a number of universities which are predominantly shaped High School: 104 (49.26%), followed by colleges shaped Academy: 70 (33.17%) and University: 26 (12.32%). In Lampung province alone colleges with private status are 100 (91.74%) and 9 (8.25%) of state schools. Of the total number 8 colleges are in University form (14.81%) where the status of private universities is 7 and public university is 1. The educational qualifications of private universities lecturers in Lampung province are still dominated by ones who have Master degrees as much as 48.76% and ones who have Bachelor degrees as much as 30.73% while the lecturers who have already had doctorate qualification are amounted to only 5.96%. This indicates that the level of education of tenured faculty of private universities in the province of Lampung is still low. Academic position qualification of lecturers of private universities in the province of Lampung is still dominated by lecturers who do not have academic position as much as 51.03%, while those who own level of academic position of expert assistants are as much as 21.89%. academic position
of lecturer 19.55%, while the total head lecturers are as much as 6.73% and Professors are amounted to only 0.77%. This indicates that the hierarchy of academic position of private universities tenured faculty in Lampung province is still low. Based on preliminary findings on observations and interviews with some leaders of private universities in Lampung province, the work motivation of lecturers existing today at each university is still inadequate. It is indicated by basic tasks in the field of education and teaching performance which are not maximally done; research and development and dedication to the community in which the existing problems related to the performance of lecturers in terms of the implementation of Tri Dharma, it is found that Tri Dharma implementation is not yet balanced and consistent. As the initial data obtained are the activities of Tri Dharma of tenured faculty of private universities in Lampung province over the past three years in the field of education and teaching in 2012: 89.24%, in 2013: 86.91% and in the year 2014: 84.84% to reach an average of 86.99% and showed a declining trend, the field of research and development in 2012: 20.20%, in 2013: 19.30% and 2014: 18.91% or reaching the average (19.47%) also showed a declining trend as well as in the field of community service in 2012: 16.70%, in 2013: 15.95% and 2014: 14.89% reaching an average of 15.84%. This situation indicates that the tenured faculty of private universities in the province of Lampung is still predominantly focused on education and teaching. In the field of research and community service, the execution is also not yet optimal; it may be said that the performance of tenured faculty of private universities in the province of Lampung in implementing the tri dharma is still low. Thus, the factor of leadership styles, organizational culture, job satisfaction, and motivation of lecturers at private universities is important and interesting to study to determine how organization factors give impact on the community-based education environment. This study will examine and analyze the influence of four variables: leadership styles, organizational culture, job satisfaction, and motivation on the performance of tenured faculty in private universities in the province of Lampung. This research is important in addition to reviewing the influence between the four variables above it also could solve the complexity of the backwardness and low performance causes of lecturers in private universities in Lampung province. The results of this study would be useful to increase the knowledge of lecturers associated with the variables studied, especially in the environment of private universities in the province of Lampung.

1.1. Problem Formulation
Based on the identification and restriction of the problem, the research problem is formulated as follows:
1. Do the leadership styles affect the motivation to work of full-time lecturers of private universities in the province of Lampung?
2. Does organizational culture influence the work motivation of tenured faculty of private universities in the province of Lampung?
3. Is the job satisfaction affect the work motivation of tenured faculty of private universities in the province of Lampung?
4. Do style of leadership, organizational culture, and job satisfaction together affect motivation for working of full-time lecturers of private universities in the province of Lampung?
5. Does a leadership style affect the performance of private universities tenured faculty in Lampung province?
6. Does an organizational culture influence the performance of private universities tenured faculty in Lampung province?
7. Does the job satisfaction affect the performance of private universities tenured faculty in Lampung province?
8. Does the work motivation affect the performance of private universities tenured faculty in Lampung province?
9. Do leadership style, organizational culture, job satisfaction, and motivation to work together give effect on the performance of private universities tenured faculty in Lampung province?

1.2. Research purposes
Based on the formulation of the problem, this study was conducted to analyze and obtain empirical evidence:
1. The effect of leadership style to the work motivation of private universities tenured faculty in Lampung province;
2. The influence of organizational culture on work motivation of private universities tenured faculty in Lampung province;
3. The effect of job satisfaction on work motivation of private universities tenured faculty in Lampung province;
4. The influence of leadership styles, organizational culture, and job satisfaction together on work motivation of private universities tenured faculty in Lampung province;
5. The effect of the leadership style on the performance of private universities tenured faculty in Lampung province;
6. The influence of organizational culture on performance of private universities tenured faculty in Lampung province;
7. The effect of job satisfaction on the performance of private universities tenured faculty in Lampung province;
8. To determine the influence of work motivation on the performance of private universities tenured faculty in Lampung province;
9. The effect of leadership styles, organizational culture, job satisfaction, and work motivation together on the performance of private universities tenured faculty in Lampung province.

2 THEORITICAL FRAMEWORK
2.1. Leadership Style
Good leadership style is a style that maximizes productivity, job satisfaction, growth, and easily adapts to any situation that is evolving and is around us. John W. Newstrom and Keith Davis (2002) state that Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by Reviews their leader. Meanwhile, Veithzal Rival (2004: 82)
states that leadership style is a set of characteristics that leaders used to influence subordinates in order to achieve organizational goals, while Hasibuan, Malay. S. P (2011: 102) defines the style of leadership as how leaders influence the behavior of subordinates, to cooperate and work productively to achieve organizational goals. Robbins, Stephen P. (2008: 72), states that leadership style is the way a person uses to influence a group toward the achievement of the target. Thoha (as cited in Teguh S瑞wadi和Oey Charlie, 2011: 390) states that the style of leadership is the means used by a leader in influencing his subordinates to be willing to carry out its duties and responsibilities in accordance with the expected to achieve predetermined objectives. Based on some notions of leadership style above it can be concluded that leadership style is a method used by a leader to influence followers to achieve organizational goals.

### 2.2 Organizational culture

Experts give varying definitions on organizational culture. Baird, (as cited in Mahsusi, 2009: 33) for example, states that organizational culture is a pattern of stable confidence and shared values developed within the organization at all times. Meanwhile, Schein (as cited in Mahsusi, 2009: 34) defines that organizational culture is assumptions and basic beliefs shared with members of the organization and is a solution to consistently run well for a group in facing problems of external and internal, so that it can be taught to new members as a perception, thinking, and feeling connection with these problems. Schein (as cited in Mahsusi, 2009:34) defines organizational culture as follows: A pattern of basic assumptions-invented, discovered, or developed by a given group as it learns to cope with problems of external adaptation and internal integration –that has worked well enough to be considered valid, therefore to be taught to new members as the corrected way to perceive, think, and feel in relation to those problems. Scein opinion above is strengthened by Druiker (as cited in Tika, Moh, Pabundu, 2006: 97) who states that the organization's culture is the principal settlement of the problems of external and internal implementation that is done consistently by a group who then pass on to new members as a right way to perceive, think about, and feel the associated problems. Wirawan, (as cited in Mahsusi: 2009: 35), defines organizational culture as follows: ("... a constellation of common regarding beliefs, customs, habits, system of values, norms, behaviors, and how to do something that could explain the implicit emergence of behavior and emotions that characterize organizational life. ")Andrew Brown, as quoted by Wirawan (in Mahsusi, 2009: 35), states that organizational culture is defined as follows: ("... the form of beliefs, values, and ways to learn to deal with problems and experiences that have been developed throughout the history of the organization which is reflected in each of the rules and behavior of members of the organization. ")Jones, as quoted by Wirawan, in Mahsusi, 2009: 35), defines organizational culture as ("... a set of shared values that control the interaction of each member of the organization, also with suppliers, customers, and other parties outside the organization. ")Robbins, P., Stephen. 1992: 214 defines organizational culture as follows “Organizational culture is a system of shared assumptions, values, and beliefs, which governs how people behave in organizations. These shared values have a strong influence on the people in the organization and dictate how they dress, act, and perform their jobs.” Based on some definitions of organizational culture that have been raised, then the author concludes that organizational culture is a belief, values, norms of behavior accepted and disseminated on an ongoing basis as forming characteristics of the organization in facing the challenge/external adaptation and internal integration.

### 2.3. Work Satisfaction

Job satisfaction is an individual thing. Every individual has a level of satisfaction varies, as defined by Kreitner & Kinicki (2005: 203) that job satisfaction is as effectiveness or emotional response to various aspects of the job. This definition implies that job satisfaction is not a single concept, otherwise one can be relatively satisfied with an aspect of the job and not be satisfied with one or several other aspects. Not much different from the above definition, Keith Davis (as cited in Mangkunagara, 2005: 149) argues that job satisfaction is the feeling of supporting or not supporting experienced by employees in the work. While Wesley and Yukl, (in Mangkunagara, 2005: 151) defines job satisfaction as how employees feel himself or his work. Whereas Robbins, S.P., and T.A., Judge, 2009 : 121 define job satisfaction as the level of contentment a person feels regarding his her job. This feeling is mainly based on an individual's perception of satisfaction. Hasibuan (2011: 143) states that Job satisfaction is a pleasant emotional disposition and loves his job. Job satisfaction of an employee must be created as well as possible in order to job morale, dedication, passion, and discipline of employees increased. This attitude is reflected by the work morale, discipline, and job performance. Job satisfaction is the feeling of supporting or not supporting experienced by employees of the company or organization to the level of the value of fringe benefits that are desired for the employees concerned. Based on the various definitions mentioned above, the author concludes that job satisfaction is a feeling that supports or does not support self-employee related to his work as well as the condition itself.

### 2.4. Motivasi Kerja

Hersey, Paul. (2008), mengemukakan bahwa work motivation is a process to energize employee to the work goal through a specific path. Process, this is not an object rather method or technique or art. Energize, Developing inner urgent to put effort on successful performance sedangkan Certo, S. C. dan Peter, P. J. (dalam Ismuhadjar : 2006 :32) membahas beberapa teori yang menyangkut motivasi, yang dibagi ke dalam dua kelompok dasar, yaitu teori proses (process theories) yang mencakup the needs-goal theory, expectancy theory dari Vroom, the equity theory dan the Porter-Lawler theory, dan teori kepuasan (content theories) yang mencakup heirarchy of needs theory dari Maslow, ERG theory dari Alderfer, maturity-immaturity continuum theory dari Argyris dan
acquired needs theory dari McClelland. The theory explains the process of motivation with the main focus on the process of how an individual is motivated. The Needs-Goal theory suggests that motivation came from the feeling that someone needs something. The need feeling is transformed into behavior that leads to the achievement of objectives, namely the requirement to reduce or fulfillment of the felt need. This behavior will continue until the felt need is significantly reduced. To succeed in motivating employees, a manager must understand their personal needs. Theory of Hope (Expectancy Theory) out of Vroom hypothesized that felt-needs encourage certain behavior of the individual, and that the motivating force depends on the level of the individual's desire to perform the behavior. Theory of Porter-Lawler develops expectancy theory with an emphasis on the three characteristics of motivational processes, as follows:

- Personal assessment on the value of the award/reward obtained from certain behavior
- The level of effectiveness of a man in completing the task
- Personal view on the fairness of rewards affects the level of satisfaction resulting from such fees.

Equity theory about motivation of J. Stacey Adams (Certo, SC as cited in Ismuhadjar: 2006: 34) emphasizes the individual views of the fairness of a particular labor relations, and how the views of injustice lead to certain behaviors. When one believes to be treated less favorably than with other colleagues, he would react to correct this injustice.

Content theories connect motivation with the fulfillment of human needs. Needs according to Williams C. (as cited in Ismuhadjar: 35) is "The physical or psychological requirements that must be met to Ensure the survival and well-being". Unmet needs will cause discomfort and psychological stress, which must be overcome. According to this theory, people are motivated by needs that are not or have not been met; so when the need is met then it no longer motivates people.

Abraham Maslow's Hierarchy Theory of needs (as cited in Ismuhadjar: 36) states that humans have needs that are based on the weight of importance that can be categorized into five levels (hierarchy), namely: Physiological needs, security or safety needs, Social needs, Esteem needs, and Self actualization needs. Alderfer suggests ERG theory, namely: Existence needs, Relatedness needs, and Growth needs. Maturity-immaturity continuum theory proposed by Argyris Certo, SC, (as cited in Ismuhadjar: 2006: 37) states that the concept is focused on the development of a natural person to explain the development of human needs. Naturally man is developed from immaturity (minors/children) to maturity (adult): Acquired needs theory of McClelland (as cited in Ismuhadjar: 2006: 39) describes the human needs that focus on the desire to achieve success and power accepted by the evolving environment in accordance with the experience of a life well lived: The need for achievement, the need for power and the need for affiliation. Reinforcement theory of Williams, C. (as cited in Ismuhadjar, 2006: 42) argues that behavior is a function of the result consequences or consequences that followed, in which behavior that is followed by positive consequences are likely to occur, whereas behavior followed by negative consequences or unfollowed by positive consequences will be more rare. The basic components in the goal-setting theory are: Goal specificity, Goal difficulty, Goal acceptance, and Performance feedback. Motivation is one of the four activities of managers (ie leading, motivating, considering groups, and communicating) in performing the function of influencing to guide the behavior of members of organization towards the achievement of organizational goals (Certo, SC 1997 as cited in Ismuhadjar: 2006: 44) From the above description it can be concluded that work motivation is a psychological process in a person who fosters encouragement that arouses, directs and performs the behavior (work) to achieve a particular goal.

2.5 Lecturer Performance

Related to the scope of faculty performance, Natawijaya (2002: 69) states that faculty performance is conceptually includes aspects of professional ability, social skills and personal abilities. In higher education institutions, evaluation of lecturers have purposes (Chairy, Liche Seniati: 2005: 14) to: (1) Improving the quality of teaching, (2) Developing self-lecturer, (3) Improving student satisfaction towards teaching, (4) Improving the job satisfaction of lecturer, (5) Achieving the goal of the course/faculty/university, and (6) Increasing public appraisal of faculty/university. In more detail, to determine the duties and responsibilities of tenured faculty, a benchmark that can be used is a Lecturer Workload Guidelines and Evaluation of Triharma Implementation issued by the Directorate General of Higher Education Ministry of National Education in 2010. Chapter II of Workload and Main Duties of Lecturer states that the lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and the arts through education, research and community service while professors are lecturers with the highest academic position in the higher education unit who have a special obligation to write books and scientific papers as well as to disseminate ideas to enlighten the public. The main task of a lecturer is to implement Trihrma of Higher Education with a workload of at least commensurate with (12) twelve credits and a maximum of 16 (sixteen) credits each semester according to the academic qualification. Furthermore refering to Appendix I Letter Dikti No. 3298/D/T/99 dated December 29, 1999 on normal Workload of a tenured faculty described completely and clearly as the following: Teaching/lecturing, Guiding students completing the thesis, Trusting students, Testing the final exam/session scholar, Making college textbooks, researching, writing papers in accredited journals, incidental Training, and Membership in a committee. Based on some notions of performance, then according to the author the faculty performance is the result of a series of lecturer activities in performing basic tasks assigned to them in the form of the activity of Tri Dharma of Higher Education which includes the implementation of education and teaching, research and development, dedication to the community and support activities.

3 RESEARCH METHODS

3.1. Research Design

This research is description and verification. The research method used is descriptive survey method and explanatory survey method. The type of investigation in this study is causalities, the research unit is the individual, the time horizon in this study is cross-sectional, and the approach used in this study is the quantitative approach.
3.2 Place and Time of Research
The study was conducted in 7 private universities in Lampung province. The Research was conducted in November 2013 to October 2014.

3.3 Population and Sample
The target population in this study is tenured faculty representing each private university as many as 772 samples lecturers were taken in accordance with the proportion of each university that is equal to 445.

3.4 Methods of Data Collection
In this research, data collection uses survey methods by distributing questionnaires to randomly distributed proportionally to the tenured faculty at each university.

3.5. Research Instruments Test

3.5.1 .Validity Test
Validity test item is a statistical test used to determine the ability of an instrument to measure or reveal the characteristics of a question item variable studied. Based on the result of the validity test of the instrument, then the entire instruments are declared invalid.

3.5.2 .Reliability Test
Item Reliability Test is a statistical test used to determine the reliability of a series of the item in question in its reliability to measure a variable. Instrument reliability test results show that all the instruments otherwise reliable.

3.5.3 . Measurement Scale
The scale of measurement in this study uses a Likert scale used to measure attitudes, opinions, and perceptions of a person or group of events or social phenomena.

3.6. Data Analysis
The method chosen to analyze the data is Structural Equation Modeling using statistical software Linear Structural Relations (LISREL) 8.8. The theoretical model constructed is then drawn in the form of a diagram, known as the path diagram (path analysis) as the following:

Picture 1 Path Diagram (Analisa Jalur)

3.6.2. Convert Path Chart into Equation
Each causal relationship in the study can be seen in the table below.

**Table 1. Structural Equation Model 1**

<table>
<thead>
<tr>
<th>Equation Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Motivation ( (\eta_1) = \gamma_1 \xi_1 + \gamma_2 \xi_2 + \gamma_3 \xi_3 + \zeta_1 )</td>
</tr>
</tbody>
</table>

**Table 2. Structural Equation Model 2**

<table>
<thead>
<tr>
<th>Equation Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer Performance ( (\eta_2) = \beta_1 \eta_1\xi_1 + \gamma_2 \xi_2 + \gamma_3 \xi_3 + \zeta_2 )</td>
</tr>
</tbody>
</table>

**Table 3. Model Feasibility Test Standards**

<table>
<thead>
<tr>
<th>GoFi Size</th>
<th>Match Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>p-value</td>
<td>( \geq 0.05 )</td>
</tr>
<tr>
<td>RMSEA</td>
<td>( \leq 0.08 )</td>
</tr>
<tr>
<td>NFI</td>
<td>( \geq 0.90 )</td>
</tr>
<tr>
<td>NNFI</td>
<td>( \geq 0.90 )</td>
</tr>
<tr>
<td>CFI</td>
<td>( \geq 0.90 )</td>
</tr>
<tr>
<td>IFI</td>
<td>( \geq 0.90 )</td>
</tr>
<tr>
<td>RFI</td>
<td>( \geq 0.90 )</td>
</tr>
<tr>
<td>RMR</td>
<td>( \leq 0.05 )</td>
</tr>
<tr>
<td>GFI</td>
<td>( \geq 0.90 )</td>
</tr>
<tr>
<td>AGFI</td>
<td>( \geq 0.90 )</td>
</tr>
</tbody>
</table>

4 RESULTS AND DISCUSSION

4.1 Structural Equation Model Estimation
Picture 3. Structural Equation Model of Leadership Style, Organizational culture, and Job Satisfaction on Work Motivation and the implications on performance tenured Faculty (regression coefficient)

Picture 4. Structural Equation Model of Leadership Style, Organizational culture, and Job Satisfaction on Work Motivation and the implications on the performance of tenured Faculty (significance)

The estimation result of Structural Equation Modeling in figure 5.11 above is divided into two sub-structural, i.e., First, the causal relationship of leadership styles, organizational culture, and job satisfaction on work motivation, second, the causal relationship of leadership styles, organizational culture, and job satisfaction on permanent lecturers’ performance, namely:

Table 4. Structural Equation Model Estimation

<table>
<thead>
<tr>
<th>Equation Sub 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Motivation = 0.27 GK + 0.27 BO + 0.23 KK</td>
<td>Errorvar = 0.54, $R^2$ = 0.46</td>
</tr>
<tr>
<td>(0.13) (0.13) (0.11)</td>
<td>(0.11)</td>
</tr>
<tr>
<td>2.10 2.01 2.08</td>
<td>2.95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equation Sub 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer’s Performance = 0.24 MK + 0.34 GK + 0.24 BO + 0.29 KK</td>
<td>Errorvar = 0.11, $R^2$ = 0.89</td>
</tr>
<tr>
<td>(0.095) (0.078) (0.067) (0.074) (0.035)</td>
<td></td>
</tr>
<tr>
<td>2.54 4.40 3.49 3.95 3.16</td>
<td></td>
</tr>
</tbody>
</table>

Based on structural equation above, it can be interpreted as follows:

1. The structural equation estimation model in the first sub-structural showed that the variables of leadership style, organizational culture, and job satisfaction affect on work
motivation with the coefficient of determination (R²) of 0.46. That is, simultaneously variable leadership styles, organizational culture, and job satisfaction are able to explain the variable of work motivation by 46% with the estimate parameter (error variance) by 54%. The significance level of leadership style variable on work motivation value t count 2.10 ≥ value t table of ± 1.96 at the significant level α = 0.05 which means partially there is positive and significant influence between the variables of leadership style to work motivation. The significance level of organizational culture variables on work motivation value t count 2.01 ≥ value t table ± 1.96 at significant level α = 0.05, which means partially there are positive and significant influence between the variables of organizational culture on work motivation. The significance level of job satisfaction variables on work motivation value t count 2.08 ≥ value t table ± 1.96 at significant level α = 0.05 which means partially there are positive and significant influence between job satisfaction variables on work motivation.

2. The estimation structural equation model at the second sub-structural shows that the variables of leadership style, organizational culture, and job satisfaction affect the performance of full-time lecturers with a coefficient of determination (R²) of 0.89. That means, simultaneously variables of leadership styles, organizational culture, and job satisfaction are able to explain the variable of tenured faculty performance at 89% with estimate parameter (error variance) at 11%. The significance level of leadership style variable on the performance of tenured faculty value t count by 4.40 ≥ value t table ± 1.96; at significant level α = 0.05 which means that partially there is positive and significant effect on the variable of leadership style to the tenured faculty performance. The significance level of organizational culture variable on the performance of tenured faculty value t count 3.49, ≥ value t table ± 1.96; at significant level α = 0, which means that partially there is positive and significant effect on the variable of organizational culture on the performance of tenured faculty. The significance level of job satisfaction variables on the performance of tenured faculty value t count 3.95, ≥ value t table ± 1.96; at the significant level α = 0.05 which means partially it contains positive and significant effect on the performance of tenured faculty.

4.2. Suitability of Structural Equation Model
Based on the result of modification of structural equation model in picture 5.11 above, the feasibility test of the overall model can be seen in the following table

<table>
<thead>
<tr>
<th>Size of GOFI</th>
<th>Result Values</th>
<th>Standard Values</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>p-value</td>
<td>0.23</td>
<td>≥ 0.05</td>
<td>Good Matches</td>
</tr>
<tr>
<td>RMSEA</td>
<td>0.02</td>
<td>≤ 0.08</td>
<td>Good Matches</td>
</tr>
<tr>
<td>NFI</td>
<td>1.00</td>
<td>≥ 0.90</td>
<td>Good Matches</td>
</tr>
<tr>
<td>NNFI</td>
<td>1.00</td>
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<td>≥ 0.90</td>
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</tr>
<tr>
<td>RFI</td>
<td>0.98</td>
<td>≥ 0.90</td>
<td>Good Matches</td>
</tr>
<tr>
<td>SRMR</td>
<td>0.03</td>
<td>≤ 0.05</td>
<td>Good Matches</td>
</tr>
<tr>
<td>GFI</td>
<td>0.97</td>
<td>≥ 0.90</td>
<td>Good Matches</td>
</tr>
<tr>
<td>AGFI</td>
<td>0.94</td>
<td>≥ 0.90</td>
<td>Good Matches</td>
</tr>
</tbody>
</table>

The fit tests result of structural equation model in Table 5.28 shows that all the criteria for Goodness of fit are good matches and qualified in model feasibility.

4.3 Evaluation of Validity, Reliability and Variance Extracted Structural Equation Modeling
The procedure performed to measure the reliability and validity of the data namely: (1) Test the internal consistency (reliability), (2) test the construct validity related to level the score. standardized loading factors (SLF) is valid if SLF > 0.50. While realiabilitys is said well if the construct reliability (CR)> 0.70 and variance extracted (VE)> 0.50. The results of the calculation of construct reliability and variance extracted structural equation models are as follows:

<table>
<thead>
<tr>
<th>Variable</th>
<th>*SLF≥0.5</th>
<th>Error</th>
<th>*CR≥0.7</th>
<th>*VE≥0.5</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CR</td>
<td>0.74</td>
<td>0.26</td>
<td></td>
<td></td>
<td>Reliable</td>
</tr>
<tr>
<td>ME</td>
<td>0.69</td>
<td>0.31</td>
<td></td>
<td></td>
<td>Valid</td>
</tr>
<tr>
<td>KI</td>
<td>0.62</td>
<td>0.38</td>
<td></td>
<td></td>
<td>Valid</td>
</tr>
<tr>
<td>PI</td>
<td>0.77</td>
<td>0.33</td>
<td></td>
<td></td>
<td>Valid</td>
</tr>
<tr>
<td>Organizational Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KK</td>
<td>0.62</td>
<td>0.38</td>
<td></td>
<td></td>
<td>Valid</td>
</tr>
<tr>
<td>KA</td>
<td>0.66</td>
<td>0.24</td>
<td></td>
<td></td>
<td>Valid</td>
</tr>
<tr>
<td>PD</td>
<td>0.87</td>
<td>0.13</td>
<td></td>
<td></td>
<td>Valid</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>0.89</td>
<td>0.61</td>
<td></td>
<td></td>
<td>Reliable</td>
</tr>
</tbody>
</table>

Table 5 Goodness of Fit Index (GOFI) Structural Equation Model

Table 6. Validity and Reliability of Structural Equation Model
According to the table above, it shows that the whole construct estimation of the latent variables can be considered valid since the value of *standardized loading factor* (SLF) > 0.50, *Construct Reliability* (CR) > 0.70 and a value of *Variance Extracted* (VE) > 0.50. It can be concluded that the validity of structural equation model is significant as an indicator constructs.

### 4.4. Path Analysis

The direct effect, indirect effect, and the total effect of all the variables can be explained as follows:

#### a. Coefficient of Sub-Structure Line 1

The path coefficients sub-structure 1 on the influence of leadership styles, organizational culture and job satisfaction on work motivation can be drawn into the sub-structure as below.

![Picture 5. Coefficient of Sub-Structure Line 1](image)

The path coefficients sub-structure 1 on the influence of GK, BO, and KK against MK is expressed into structural equation as follows:

\[
\text{Work Motivation} = 0.27 \times \text{GK} + 0.27 \times \text{BO} + 0.23 \times \text{KK} + 0.54 \text{EV}
\]

Structural equation above shows the direct influence of the variable of leadership style to the work motivation of 0.27; the direct influence of organizational culture variable on work motivation of 0.27, and the direct influence between the variable of job satisfaction on work motivation of 0.23. Contributions of donation from variables leadership style, organizational culture, and job satisfaction together on work motivation as the dependent variable can be seen from the magnitude of the coefficient of determination \(R^2\). Where \(R^2\) total is 0.46 or 46%. While the influence of other variables by 54% is a variable that is not incorporated into the model or identified by the theory.

#### b. Coefficient of Sub-Structure Line 2

The Test of path coefficient sub-structure 2 on the influence of leadership styles, organizational culture, and job satisfaction on the performance of tenured faculty can be described in the following sub-structure. Picture 5.13: Coefficient of Sub-Structure Line 2
The path coefficients sub-structure 2 on the influence of leadership styles, organizational culture, and job satisfaction on the performance of tenured faculty is expressed into structural equation as follows:

\[
\text{Lecturer's Performance} = 0.34\, \text{GK} + 0.24\, \text{BO} + 0.29\, \text{KK} + 0.24\, \text{MK} + 0.11\, \text{EV}
\]

Statistically the influence of variables of leadership style, organizational culture, and job satisfaction, the performance of lecturers can still be expressed as follows:

Table 7. The amount of Effect of Leadership Style, Organizational culture and job satisfaction Variable on the performance of tenured faculty

<table>
<thead>
<tr>
<th></th>
<th>Lecturer's Performance influenced by style of leadership through Work Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The direct effect of GK to KD</td>
</tr>
<tr>
<td></td>
<td>The indirect effect of GK to KD</td>
</tr>
<tr>
<td></td>
<td>The total effect of variable GK to KD</td>
</tr>
<tr>
<td>2</td>
<td>Lecturer's performance not affected by organizational culture through Work Motivation</td>
</tr>
<tr>
<td></td>
<td>The direct effect of BO to KD</td>
</tr>
<tr>
<td></td>
<td>The indirect effect of BO to KD</td>
</tr>
<tr>
<td></td>
<td>The total effect of variable BO to KD</td>
</tr>
<tr>
<td>3</td>
<td>Lecturer's performance affected by job satisfaction through work motivation</td>
</tr>
<tr>
<td></td>
<td>The direct effect of KK to KD</td>
</tr>
<tr>
<td></td>
<td>The indirect effect of KK to KD</td>
</tr>
<tr>
<td></td>
<td>The total effect of variable KK to KD</td>
</tr>
</tbody>
</table>
Due to the direct influence of leadership style with Lecturer Performance is greater than the indirect effect of Leadership Style with Lecturer performance through the Work Motivation then Work Motivation does not mediate the Leadership Style in affecting the performance of fulltime lecturer. Due to the direct influence of organizational culture with Lecturer Performance is smaller than the indirect effect. Organizational Culture with lecturer Performance through Work Motivation then Work Motivation mediate the Organizational Culture in affecting the performance of fulltime lecturer. Due to the direct influence of Job Satisfaction with Lecturer performance is greater than the indirect effect of Job Satisfaction with Lecturer performance through the Work Motivation then Work Motivation does not mediate Job Satisfaction in affecting the performance of tenured faculty. The influence of the variables of leadership style, organizational culture, and job satisfaction simultaneously on the performance of tenured faculty as the dependent variable can be seen from the magnitude of the coefficient of determination ($R^2$) of 0.89 or 89% (see appendix 11). While the influence of the other variable of 11% is a variable that is not included in the model or not identified by the theory, in which leadership style variable has the most influence compared with variables Organizational Culture and Job Satisfaction.

4.5. Hypothesis Testing.

1. Hypothesis Testing 1

Based on full model test results obtained coefficient value of 0.27 which means that leadership style variable gives influence on work motivation variable of 27% and significant at 5% significance level. This means if the leadership style is increased at 1 point then the impact on the increase of work motivation is by 0.27 points. Where the best dimension that reflects the style of leadership in influencing work motivation is the dimension $X_4$ (individualized attention and inspirational professionalism) with a loading factor of 0.77 compared to another dimension, namely dimension contingent reward that contributes at 0.74; dimension management by exception contributing of 0.69, and the dimensions of the charisma and intellectual give contribution of 0.62. Similarly, the significance test obtained value $t_{count}$ at 2.10> value $t_{table}$ of 1.96 on a significant level $\alpha = 0.05$. This means partially leadership style variable gives positive and significant effect on work motivation of private universities tenured faculty in the province of Lampung, where the dimension that reflects the style of leadership most in influencing employee motivation is the dimension $X_4$ (attention individualized and inspirational professionalism) with a loading factor of 0.77. Thus, if the leadership style is implemented properly, it will affect the increase of work motivation of private universities tenured faculty in the province of Lampung. This means that Ho is rejected and Ha is accepted: There is an influence on job satisfaction to work motivation of private universities permanent lecturers in the province of Lampung. (The hypothesis is accepted).

2. Hypothesis Testing 2

Based on full model test result coefficient value of 0.27 is obtained. It means that the variable of organizational culture gives influence on work motivation variable of 27% and significant at 5% significance level. This means that if the organizational culture is raised 1 point, then the impact on the increase of work motivation is 0.27 points. Where the best dimension reflecting the organizational culture in influencing work motivation is the dimension $X_5$ (empowerment, encouragement, and options) with a loading factor of 0.87 compared to the dimension of credibility and accountability that contribute 0.66 and the dimensions of vigilance and attachments that contribute 0.62. Similarly, in the significance test value $t_{count}$ by 2.01 > value $t_{table}$ of 1.96 is obtained at a significant level $\alpha = 0.05$. This means partially variable organizational culture gives positive and significant effect on work motivation of private universities tenured faculty in the province of Lampung with dimensions of empowerment, encouragement and options ($X_3$) as the most powerful in reflecting latent variable organizational culture. Thus, if the organizational culture is implemented properly, it will affect the increased motivation to work of private universities tenured faculty in the province of Lampung. This means that Ho is rejected and Ha is accepted: There is the influence of organizational culture on work motivation of private university permanent lecturers in the province of Lampung. (The hypothesis is accepted).

3 Hypothesis Testing 3

Based on full model test results coefficient value of 0.23 is obtained. It means that job satisfaction variable gives influence on work motivation variable of 23% and significant at 5% significance level. This means that if the job satisfaction is increased at 1 point, then the impact on the increase of work motivation is 0.23 points. Where the best dimension reflecting job satisfaction in influencing work motivation is the dimension of the $X_{12}$ (satisfaction with the job itself) with a loading factor of 0.71 compared to dimension of satisfaction with supervisors who contributes a total of 0.70, as well as the dimension of satisfaction with salary, the dimension of satisfaction with promotions as well as the dimension of satisfaction with coworkers each contributes by 0.69. Similarly, in the significance test it is obtained value $t_{count}$ by 2.08 > value $t_{table}$ of 1.96 pada taraf signifikan $\alpha = 0.05$. This means partially the job satisfaction gives positive and significant effect on work motivation of private universities tenured faculty in the province of Lampung with dimensions $X_{12}$ (satisfaction with the job itself) as the most powerful latent that reflects job satisfaction variable. Thus if the job satisfaction is achieved, it will affect lecturers to increase their work motivation. This means that Ho is rejected and Ha is accepted: There is an influence on job satisfaction to work motivation of private universities tenured faculty in the province of Lampung. (The hypothesis is accepted).

4. Hypothesis Testing 4

Based on full model test results the coefficient of determination value ($R^2$) is obtained by 0.46 which means that the variable of leadership style, organizational culture, and job satisfaction give effect by 46% to work motivation of private universities tenured faculty in the province of Lampung, while the effect of the other variable at 54% is a variable that is not incorporated into the model or not identified by the theory. Similarly, in the significance test it is obtained value $F_{count}$ by 2.95 > value $F_{table}$ of 2.3964 at significant level $\alpha = 0.05$. This means leadership styles, organizational culture, and job satisfaction together give significant and positive effect on work motivation of private...
universities tenured faculty in the province of Lampung. Where the leadership style variable gives most dominant influence at 2.10 compared to job satisfaction variable that gives influence by 2.08 and an organizational culture that gives the effect of 2.01. This means that H0 is rejected and Ha is accepted: There is an influence of leadership style, organizational culture, and job satisfaction together on work motivation of private university tenured faculty in Lampung province (the hypothesis is accepted).

5. Hypothesis Testing 5
Based on full model test result coefficient value of 0.34 is obtained which means that leadership style variable gives influence on faculty performance variable by 34% and significant at 5% significance level. This means that if the leadership style increased 1 point, then the impact on the increase of faculty performance is 0.34 points. Where the best dimension reflecting the style of leadership in influencing the performance of tenured faculty is the dimension X4 (individualized attention and inspirational professionalism). Similarly, in the significance test it is obtained value $t_{count}$ by 4.40> value $t_{table} 1.96$ at significant level $\alpha = 0.05$. This means partially leadership style variable gives positive and significant effect on the performance of private universities tenured faculty in the province of Lampung where the dimension that reflects the style of leadership most in influencing work motivation is the dimension X4 (attention individualized and inspirational professionalism) as the most powerful in reflecting latent variable leadership style. Thus, if the leadership style is executed properly, it will affect the performance of private universities tenured faculty in the province of Lampung. This means that H0 is rejected and Ha is accepted: There is a leadership style influence on the performance of the private universities full-time lecturers in Lampung Province. (The hypothesis is accepted).

6. Hypothesis Testing 6
Based on the result of full model test coefficient value of 0.24 is obtained which means that the variable of organizational culture gives influence on faculty performance variable by 24% and significant at 5% significance level. This means that if the organizational culture is raised 1 point, then the impact on the increase of faculty performance is 0.24 points. Where the best dimension that reflects the organizational culture in influencing work motivation is the dimension X3 (empowerment, encouragement, and options) with a loading factor of 0.87 compared to the dimensions of credibility and accountability that contribute 0.66 and the dimensions of vigilance and engagement that contribute 0.62. This means partially variable organizational culture gives positive and significant effect on the performance of private universities tenured faculty in the province of Lampung with dimensions of empowerment, encouragement, and options (X7) as the most powerful in reflecting organizational culture latent variable. Thus, if the organizational culture is implemented properly, it will affect the performance of private universities tenured faculty. This means that H0 is rejected and Ha is accepted: There is an influence of organizational culture on the performance of private universities tenured faculty in Lampung province. (The hypothesis is accepted).

8. Hypothesis Testing 8
Based on full model test results coefficient value is obtained of 0.24 which means that work motivation variable gives influence on the performance of lecturers by 24% and significant at 5% significance level. This means that if the motivation to work raised one point, it will have an impact on the improvement of the performance of lecturers of 0.24 points. Where the best dimension that reflects the work motivation in influencing the performance of tenured faculty is the dimension of hope to be able to achieve performance targets and equitable treatment (Y3). Similarly, the significance test obtained value $t_{count}$ of 2.54> value $t_{table}$ of 1.96 at significant level $\alpha = 0.05$. This means partially work motivation gives positive and significant effect on the performance of private universities tenured faculty in Lampung province with dimension that reflects the work motivation most in influencing the performance of tenured faculty. This means that H0 is rejected and Ha is accepted: There is an influence of work motivation to the performance of full-time lecturers of private universities in Lampung Province. (The hypothesis is accepted).

9. Hypothesis Testing 9
Based on test results of full model the coefficient of determination ($R^2$) obtained is 0.89 which means that the variables of leadership style, organizational culture, and job satisfaction give impact by 89% on the performance of private universities permanent lecturers in Lampung province, while the influence of other variables of 11% is a variable that is not incorporated into the model. Similarly, the significance test obtained F value count of 3.16 > F table value is 2.3964 at significant level $\alpha = 0.05$. This means that leadership styles, organizational culture, and job satisfaction together give positive and significant impact on the performance of private universities tenured faculty in Lampung province. Where the leadership style variable is the most dominant influence of 4.40 compared to job satisfaction variable that gives influence by 3.95, organizational culture variable that gives influence at 3.49 and work motivation that gives the effect of 2.54; This
means that \( H_0 \) is rejected and Ha is accepted: There is an influence of leadership styles, organizational culture, job satisfaction and work motivation together on the performance of private universities tenured faculty in Lampung province. (The hypothesis is accepted).

5 CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the analysis of the variables and indicators, it can be concluded as follows:

1. The leadership style partially gives positive and significant effect on work motivation of private universities tenured faculty in Lampung province reflected most strongly by the dimensions of attention which is individualized and inspirational in professionalism \( (X_i) \)

2. Organizational culture partially gives positive and significant effect on work motivation of private universities tenured faculty in Lampung province reflected most strongly by the dimension of empowerment, encouragement, and options \( (X_i) \)

3. Job satisfaction partially gives positive and significant effect on private universities tenured faculty work motivation in Lampung province reflected most strongly by the dimensions of satisfaction with the job itself \( (X_{12}) \)

4. The style of leadership, organizational culture, and job satisfaction simultaneously give positive and significant impact with a contribution of 46% of private universities tenured faculty work motivation in Lampung province, where the leadership style variable is the most powerful in influencing tenured faculty work motivation variable.

5. The leadership style partially gives positive and significant impact on the performance of private universities tenured faculty in Lampung province reflected most strongly by the dimension of the individualized attention and inspirational professionalism \( (X_i) \)

6. Organizational culture partially gives positive and significant impact on the performance of private universities full-time lecturers in Lampung province reflected most strongly by the dimension of empowerment, encouragement, and options \( (X_i) \)

7. Job satisfaction partially gives positive and significant impact on the performance of private universities full-time lecturers in Lampung province reflected most strongly by the dimensions of satisfaction with the job itself \( (X_{12}) \)

8. Work motivation partially gives positive and significant impact on the performance of private universities full-time lecturers in Lampung province reflected most strongly by the dimensions of hope to be able to achieve performance targets and equitable treatment \( (Y_2) \)

9. The style of leadership, organizational culture, job satisfaction and work motivation together have a positive and significant influence on the contribution of 89% to the performance of tenured faculty of private universities in Lampung province where leadership style variable is the most powerful in influencing the performance of permanent lecturers variable.

5.2. Suggestion

a. In order to increase the work motivation of full-time lecturers, the leaders of private universities in the province of Lampung are recommended for more effective leadership style, especially against contingent reward dimension because this variable gives influence more dominantly on work motivation compared to other variables.

b. In order to improve the performance of tenured faculty, the leaders of private universities in Lampung province are advisable to prefer the style of leadership compared to variables of organizational culture, job satisfaction and work motivation, and to improve the performance of tenured faculty leaders of private universities in the province of Lampung should apply directly leadership style and job satisfaction, and increase the work motivation prior to applying the cultural values of the organization.

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