The Effect of Professional Competence and Organizational Culture to the Lecturer Performance in University of PGRI Palembang

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Abstract: This research was conducted to know the effect of professional competence and organizational culture to the lecturer performance in University of PGRI Palembang. Population in this research was permanent lecturers in University of PGRI Palembang who already achieved lecturer certification and received lecturer's professional allowance for 65 lecturers and this population also used as research sample (saturated sampling). The research type was quantitative research method using correlational study approach and data analysis using survey method with multiple linear regression. The research result showed that independent variable (professional competence and organizational culture) in this research able to give contribution of 36.3% to the lecturer performance. The result of hypothesis test stated that simultaneously, professional competence and organizational culture affected positively and significantly to the lecturer performance in University of PGRI Palembang while partially, professional competence and organizational culture affected positively and significantly to the lecturer performance in University of PGRI Palembang.

Key words: Professional competence, organizational culture, lecturer performance, PGRI, Palembang, sampling

INTRODUCTION

Higher education as a place to create nation's leader cadres needs special management (Rasmussen *et al.*, 2014) which different from non higher education management due to in this place, there is group of knowledgeable and rational human source. Higher education has very important role to the nation and state development (Sedlacek, 2013). The role of higher education can be focused to the development of human source, development of science and technology and as driving force of people dynamic.

Lecturer becomes the spearhead towards higher education (Tong *et al.*, 2016) that played central role in transforming, developing as well as transferring science, technology and art for the sake of nation's advancement. However, before the lecturer able to create qualified young generations, then the lecturer itself demanded to be qualified first (O'Callaghan *et al.*, 2017). Qualified lecturers have appropriate ability as with their discipline (competence) have motivation, innovative, high work discipline and supported by reliable management, good physical environment and organizational culture.

The role of lecturers really determines level of success towards higher education in actualizing higher education vision and mission to develop nation's intellectual life (Tang *et al.*, 2016). In order to respond the explanation above, it needs maximum effort from lecturers to improve their performance through the improvement of

three principles of higher education (tridharma perguruan tinggi) including lecture, research and devotion the community.

According to the Law of the Republic of Indonesia No. 14 year of 2005 about teacher and lecturer, then, lecturer is professional educator and scientist with main duty is played role in transforming, developing and transferring science, technology and art through education, research and devotion to the community. Moreover, on Article 60 Section 1 in that law, it is mentioned that in the implementation of professionalism duties, lecturers must conduct education (lecture), research and devotion to the community. While, on Section 2, it is mentioned that lecturers also have obligation to plan, implement learning process, assess and evaluate the learning.

The rule of law as mentioned above, despite has consequence to the lecturer source management, education management in other side, Law No. 14 years of 2005 wants the realization of qualified students. In this relationship indeed, the appointment of lecturer as professional educator not only related to the financial case but also run integrally to the qualification, competence and educator certification. In actualizing lecturer as professional educator only can be achieved if the points mentioned in Law No. 14 years of 2005 implemented consistently and as a whole.

As educator, lecturers have duty and responsibility to educate their students to be knowledgeable and skilled

individuals who will be useful toward this life and necessary to enter the world of work through the ability in teaching various knowledge and skills, despite the responsibility towards the right and wrong attitude and behavior through the exemplary character as moral human. Lecturer's duties and responsibility is not only limited in transferring knowledge. They have individual and collective responsibility where the individual responsibility is academic responsibility and collective responsibility is responsibility as higher education senate.

Lecturer performance is very essential thing in order to reach higher education goal (Lozano *et al.*, 2015). Lecturer performance is the result of work that achieved by lecturer in implementing their duties as educator or duties that become their responsibility. The performance can be seen physically and even many performances cannot be identified physically. One strategy used to know lecturer performance is by seeing assessment result of lecturer performance through credit number assessment and lecturer functional improvement. Target as assessment object of lecturer performance is education and lecture, research and devotion to the community.

Prawirosentono by Pramudyo (2010) stated that there is close relationship between individual performance to the company performance. The statement above able to show that if there is good lecturer performance then the higher education performance will also be good. Lecturer performance affected by many factors both external and internal factors. In this research, it will be discussed about lecturer performance affected by professional competence and organizational culture factor.

According to the Law of the Republic of Indonesia No. 14 years of 2005 about teacher and lecturer stated that: "competence is set of knowledge, skill and behavior that must be owned, understood, mastered by teacher or lecturer in implementing their professional duties". While, professional competence is ability to master learning materials largely and deeply. The meaning of mastering learning materials largely and deeply in this case included into ability in guiding learners in order to meet competence standard that been established on Education National Standard.

Organizational culture (Robbin *et al.*, 2009) is a culture where main values of organization hold intensively and adapted largely by organization members. Good organizational culture can be main competitive superiority instrument (Hogan and Coote, 2014), if the organizational culture able ti support organization strategy and able to answer or overcome environmental challenges quickly and appropriately. Organizational culture may serve as adhesive system and behavioral reference to reach the goal of organization. In contrast, bad organizational culture will hamper the organization.

Based on pilot study to the part of lecturers in University of PGRI Palembang, the problem was lecturer performance seen from professional competence and organizational culture. Seen from professional competence aspect, at least, there were two important things that could be highlighted in the reality of lecturer profession. First in general, there were many groups of lecturer from activity aspect that only relied on teaching-learning as main activity and the rest of them choosen to look for side business or work in other sectors. Although, they still had other duties, research activity and devotion to the community. However, those two activities above were difficult to be implemented and just left behind due to they must work in extra hard to fulfill their economic needs. Second, from welfare aspect, lecturer profession still left many problems such as there is no salary as the expectation with high social status in the community.

While, seen from organizational culture, it was found a phenomenon about low lecturer performance which was lecturers who do not know about the organization mission, thus they were less communicative among lecturer, superior and to the community in implementing their duties; there were lecturers who use conventional learning patterns and not implementing learning media yet optimally also not implementing learning models which able to activate the students.

Many researchers had studied about the relationship between professional competence and organizational culture to the lecturer performance such as Husnan (2013), Hanapi and Nordin (2014), Gadeng (2015). The research result showed that professional competence affected to the lecturer performance. Then, the study that conducted by Setiawati (2009), Molina-Azorin *et al.* (2015) and Dirwan (2015) stated that organizational culture affected to the lecturer performance. Based on the explanation above, then the researcher purposed to reveal how the owned professional competence and organizational culture factor affected to the lecturer performance in University of PGRI Palembang.

MATERIALS AND METHODS

Research location: This research was conducted in University of PGRI Palembang which located on Jl. A. Yani Lrg. Gotong Royong 9-10 Ulu Palembang. This research started on December 2016 to March 2017.

Variable assessment
Lecturer performance: Lecturer performance is ability to conduct tasks or duties that owned by lecturers in completing their work (Department of National Education, 2008). Related to the explanation above then, dimensions that would be developed in this research as follow: planning the learning; implementing learning process;

conducting evaluation; commitment to the tasks and duties and harmonism between interaction and communication.

Professional competence: Professional competence in this research refers to the Law No. 14/2005 about teacher and lecturer and Government Regulation No. 19/2005 about Education National Standard which mentioned that professional competence is ability to master learning materials largely and deeply which enable to guide learners or students in order to meet competence standard that been established in Education National Standard. Besides that, it also refers to Ministry of National Education Regulation No. 16/2007 that competence standard explained in five main competences: mastering material, structure, concept and knowledge mindset; mastering competence standard and basic competence; developing learning material creatively; developing professionality sustainably by conducting reflective action and using information and communication technology.

Organizational culture: Organizational culture according to Robbins that cited (Qomariah, 2012) is pattern of fundamental assumptions where the group creates, discover or develop in learning process to cope with the difficulties of external adaptation and internal integration. And the indicators as follow: innovation and risk taking; concern in detail; result orientation; people orientation; aggressivity and stability.

Research population and sample: Population (Sugiyono, 2015) is generalization area which comprised of: object or subject that has certain quality established by researcher to be studied and then drawn the conclusion. Population in this research was permanent lecturers in University of PGRI Palembang who already achieved lecturer certification and received lecturer's professional allowance until 2016 for 65 lecturers that distributed in five faculties.

Sample, according to Sugiyono (2015) is part of number and characteristic that owned by the population. Sample taking technique in this research used saturated sampling. According to Sugiyono (2015), saturated sampling is sample determination technique when all research population used as research sample. Based on the explanation above, then the researcher used all research population (lecturers in University of PGRI Palembang who already achieved lecturer certification and received lecturer's professional allowance until 2016 for 65 lecturers) as research sample in University of PGRI Palembang.

Research design: This research included into quantitative research method by using correlational study approach due to problems that observed in this research involved the relationship of one or more variables. Correlational study (Purwanto, 2008) in principle is the relationship among variables in a group which can be bivariate, multivariate and cannonical. However in this study, the relationship was bivariate and multivariate which was the relationship between two independent variables (professional competence [X_1] and organizational culture [X_2]) both partially and simultaneously to the dependent variable (lecturer performance [Y]).

Assessment scale: Assessment technique (Siregar, 2013) towards variable that used by researcher to give answer is by using likert scale. Likert scale is scale that may be used to assess one's attitude, opinion and perception about certain object or phenomena. The answers that given by research respondents in each item assessed by score. In addition, the used score is likert scale which is questions that show respondent's agree and disagree level. This scale used towards subject response (correspondent) about social phenomena where the response assessed in 5 scale points with the same interval, the highest score is 5 and the lowest score is 1. This scale consists of 5 assessments extremely agree (score of 5), agree (score of 4), neutral (score of 3), disagree (score of 2) and extremely disagree (score of 1).

Data collection technique: Data collection (Sugiyono, 2015) technique is the most priority step in the research due to the research goal is to obtain data. Data type in this research was primary data and secondary data. Source of primary data obtained from the result of questionnaire distribution. While, source of secondary data obtained by fixed data such as the number of permanent lecturer who already achieved lecturer certification in University of PGRI Palembang.

RESULTS

Validity and reliability test: Based on the result of validity test that conducted to the 30 lecturers as pilot survey or pilot test, it was found that questionnaire for the three research variables stated as valid due to $r_{statistics}$ value in each item larger than r_{table} value (0.362). For professional competence variable, from 10 items, the lowest $r_{statistics}$ 0.385 and the highest was 0.773. While, for organizational culture variable, from 12 items, the lowest

Table 1: Recapitulation towards the result of reliability test

Variables	Cronbach's alpha value	Standard values	Notes
Professional competence (X_1)	0.740	0.60	Reliable
Organizational culture (X_2)	0.835	0.60	Reliable
Lecturer performance (Y)	0.718	0.60	Reliable

Table 2: Recapitulation towards the result of normality test

Variables	Asymp Sig. (2-tailed)	Satndard values	Notes
Professional competence (X_1)	0.398	>0.05	Normal
Organizational culture (X_2)	0.411	>0.05	Normal
Lecturer performance (Y)	0.119	>0.05	Normal

$r_{statistics}$ 0.381 and the highest was 0.811. And for lecturer performance variable from 10 items, the lowest $r_{statistics}$ 0.466 and the highest was 0.705.

Meanwhile, based on the result of reliability test, it showed that all research instruments were reliable. It could be known that all research variables had alpha larger than 0.60. Therefore, reliability score from each variable was good enough and stated as reliable. It made the research questionnaire was quite reliable as data collection instrument to each respondent. For more details, it will be presented the result of reliability test as Table 1.

Test of analysis requirement

Normality test: According to Wibowo (2012), normality test used to know whether the studied residual value (the difference) has normal or abnormal distribution. Good regression model is regression model with normally distributed residual value. Normality test method that used in this research was one sample Kolmogorov-Smirnov test.

Based on the result of normality test towards data using one sample Kolmogorov-Smirnov test as presented on the table, it can be concluded that all research variables have normal data due to all data have Asymp. Sig. >(α) 0.05

Multicollinearity test: According to Duwi (2010), multicollinearity means the relationship among independent variables in the regression model which has completely linear relationship or almost completely linear relationship. In order to detect whether or not multicollinearity in a regression model, it can be seen from tolerance value and variance inflactor factor. General limitation that used in this test is tolerance >0.1 and VIF value <10 means there is not multicollinearity as analysis fundamental. For more details, it can be seen on Table 3.

Based on Table 3, it is found that all independent variables have tolerance value >0.10 and VIF value not >10. Therefore, it could be concluded that there was no multicollinearity among independent variables in the regression model.

Table 3: Recapitulation towards the result of multicollinearity test

Independent variables	Tolerance	VIF	Notes
Professional competence (X_1)	0.890	1.124	Non-multicollinearity
Organizational culture (X_2)	0.890	1.124	Non-multicollinearity

Table 4: Recapitulation towards the result of heteroscedasticity test

Variables	Understanderdized residual	$\alpha = 0.05$	Notes
Professional competence (X_1)	0.869	>0.05	Non-heterokedastisitas
Organizational culture (X_2)	0.404	>0.05	Non-heterokedastisitas

Heteroscedasticity test: According to Sujarweni, heteroscedasticity test examines the difference of residual variance in one observation period to other observation period. The way to predict whether or not heteroscedasticity in a model then, it can be tested by using correlation coefficient technique of Spearman's rho which is by correlating independent variable with its residual. The test uses significance level of 0.05 with two-tailed test. If correlation between independent variable and residual obtained Sig. >0.05 then it can be stated that there is no heteroscedasticity (Table 4).

Based on the result of heteroscedasticity test by using correlation coefficient test of Spearman's rho, it could be seen that correlation between independent variable and unstandardized residual had significance value not >0.05. Due to the significance value >0.05, then it could be concluded that there was no heteroscedasticity.

Multiple regression analysis: In this multiple linear regression analysis, it would be tested partially (t-test) and simultaneously (F test). For more details, it can be seen on Table 5. Based on the analysis result above, it can be arranged by regression equation as:

$$Y = 1.235+0.376X_1+0.304X_2+e$$

While, professional competence variable had larger partial determination coefficient than organizational culture variable. Thus, it could be concluded that professional competence variable had the most dominant effect to the lecturer performance (Y). This dominant effect of professional competence supported by data of research result that there was strong correlation to the lecturer performance for 0.376 (β regression coefficient value).

Hypothesis test: Hypothesis test conducted in order to know whether the research hypothesis confirmed or rejected. Based on the result of requirement test, hypothesis result could be conducted due to the determined requirements for hypothesis test-normality test, multicollinearity test and heteroscedasticity test from the obtained data had been fulfilled.

Table 5: Recapitulation towards the result of multiple linear regression

Independent variables	β regression coefficient	t-statistics	Sig.	Decision to the H_a
Professional competence (X_1)	0.376	3.957	0.000	Confirmed
Organizational culture (X_2)	0.304	3.187	0.002	Confirmed

Constant = 1.235; Correlation (R) = 0.619; Adjusted R^2 = 0.363; (R^2) = 19.222; $F_{statistics}$ = 3.145; F_{table} = 1.999; t_{table} = 0.000; Sig. F

Simultaneous test (F-test): Based on the result of simultaneous test on Table 5, it shows that $F_{statistics}$ value of 19.22 with probability value of 0.000 (p<0.05), thus H_o rejected and H_a confirmed. It means that professional competence and organizational culture variable, simultaneously, affected significantly to the lecturer performance in University of PGRI Palembang.

Partial test (t-test): Based on the result of partial test (t-test) to the independent variable as presented on Table 5 then, it can be found as follows.

The result of regression analysis towards professional competence to the lecturer performance showed Sig. 0.000<α (0.05). It means that partially, there was significant effect of professional competence to the lecturer performance in University of PGRI Palembang.

The result of regression analysis towards organizational culture to the lecturer performance showed Sig. 0.002<α (0.05). It means that partially, there was significant effect of organizational culture to the lecturer performance in University of PGRI Palembang.

Determination coefficient test (R^2): Based on the result of determination coefficient test as presented on Table 5, it shows that adjusted R^2-value (R^2) is 0.363. It means that 36.3% lecturer performance could be explained by professional competence and organizational culture variable. While, the remaining of 63.7% (100-36.3%) affected by other variables out of the model such as education cost, education quality, curriculum, accreditation rank, bureaucracy, university location, promotion, image, university appearance and so forth.

DISCUSSION

The effect of professional competence and organizational culture to the lecturer performance in University of PGRI Palembang: Based on the result of statistical test between professional competence and organizational culture variable to the lecturer performance in University of PGRI Palembang, it showed $F_{statistics}$ of 19.222 and F_{table} 3.145 with probability or Sig. value of 0.000. Significance value was >α = 0.05 and proven that $F_{statistics}>F_{table}$. The result above showed that H_o rejected and H_a confirmed in other words, it could be stated that simultaneously, professional competence and organizational culture affected positively and significantly to the lecturer performance. Then, the conclusion was H_o rejected and H_a confirmed means simultaneously, professional competence and organizational culture affected positively and significantly to the lecturer performance in University of PGRI Palembang.

Lecturer professionalism is lecturer skill in implementing their profession tasks. It can be seen in managing learning process in conducting evaluation of learning outcome and so on. Lecturer as educator serves as transfer of knowledge and transfer of value where in the implementation of learning process it is expected to be effective and efficient. Teaching or lecturing competence of a lecturer in order to success learning process heavily related to the extent of that lecturer's knowledge experience in implementing the duties as educator as researcher and as devotion agent to the community. Besides that, lecturer's knowledge insight in delivering learning materials (transfer of learning) really depend on lecturer's education level.

While, organizational culture, believed to have important role in improving lecturer performance thus the values contained in organizational culture need to be embedded towards every lecturer. Weak or low organizational culture unable to make lecturers identify themselves towards the organization goal and work together among lecturers. In contrast, strong and adaptive organizational culture expected to be able in creating core organization values, employee identity, developing collective commitment as organization foundation and creating sense of making which will guide and create employee attitude and behavior (Robbins *et al.*, 2009) to face challenges in order to reach competition superiority.

University of PGRI Palembang needs to develop strong and adaptive organizational culture. Therefore, lecturer awareness, commitment and participation need to be improved. This attempt can be conducted by using participation approach. All lecturers are invited to explore and re-formulate the essence of organization values towards group value (attitude and behavior), organization value (goal, procedure and policy) and informal value (uniform or ritual).

In this exploration process, every party should be open minded, giving and accepting other opinion as well as self-integrating as a whole unit. Lecturers should be treated as partner who has equal dignity. This treatment

will make the lecturers able to develop and devote all potential and intellectuality as well as give commitment and real contribution for the sake of organization development.

The effect of professional competence to the lecturer performance in University of PGRI Palembang: Based on the result of statistical test towards professional competence variable (X_1) to the lecturer performance, it showed $t_{statistics}$ of 3.957 and t_{table} 1.999 with probability or Sig. level of 0.000. The significance value was less than $\alpha = 0.05$ and proven that $t_{statistics} > t_{table}$. This result showed that Ho rejected and Ha confirmed or in other words, it could be stated that, partially, professional competence variable affected positively and significantly to the lecturer performance in University of PGRI Palembang.

This research result was in line with the research that conducted by Husnan (2013), Hanapi and Nordin (2014), Gadeng (2015) as discussed elsewhere where the research result showed that professional competence affected to the lecturer performance.

This research result showed that good professional competence mastery would lead the lecturers to work maximally, particularly related to the learning implementation. Less professional competence mastery would lead the lecturers to have difficulties in delivering materials thus it would affect to the students who would have less understanding towards the material and indirectly would affect to the less maximum learning achievement of students.

According to the researcher's observation, lecturers who master the materials, master competence standard and basic competence of their subject will be able to deliver in-depth material thus the students will be easy in understanding the materials. Lecturers who are creative in developing subject materials will make the learning becomes interesting (not monotonous), more real delivered information due to it is related to the daily living as well as it will lead the students to think creatively. In lecturing, it will be different from one lecturer to another. The success of learning process depends on the lecturer itself in mastering the class, the use of learning strategy and material. Lecturers who master the class and use learning strategy appropriately will be able to create conducive situation, lecturers will be more interactive and communicative thus the delivered materials will be easy to be understood by students.

Other aspect in professional competence which indirectly affected to the lecturer performance is sustainable professionality development and the use of information and communication technology. The lecturers need to conduct learning reflection routinely. It intended in order to make the lecturers knowing what aspects that

still less maximum in previous teaching-learning process period and the lecturers will conduct improvement in the next period.

The effect of organizational culture to the lecturer performance in University of PGRI Palembang: Based on the result of statistical test towards organizational culture variable (X_2) to the lecturer performance, it showed $t_{statistics}$ of 3.187 and t_{table} 1.999 with probability or Sig. level of 0.000. The significance value was $< \alpha = 0.05$ and proven that $t_{statistics} > t_{table}$. This result showed that H_o rejected and H_a confirmed or in other words, it could be stated that partially, organizational culture variable affected positively and significantly to the lecturer performance in University of PGRI Palembang.

This research result was in line with the research that conducted by Setiawati (2009) and Dirwan (2015) as discussed elsewhere where the research result showed that organizational culture affected to the lecturer performance.

The effect from this research result showed positive direction which means that better organizational culture would improve lecturer performance. The improvement of lecturer performance can be caused by institutions which support creativity in working, institutions which give reward to the idea and suggestion from lecturers, institutions which able to accommodate lecturer's consideration in taking risk (all lecturers have responsibility to the working risk and the lecturers habitually evaluate their working result), institutions which periodically conduct group recreation, institutions which give tolerance to the personal importance, institutions which support tolerance and cooperation among lecturers, institutions which attempt to improve internal competence and institutions which attempt to improve lecturer ability through training or workshop programme, either held by the institution or other party.

Productivity of working behavior assessed through work hard, discipline, productivity, responsibility and accountability, motivation, creativity, innovation, responsiveness and independency which are the color of working culture. It means that working culture is foundation that will result in working process quality. Therefore, if the lecturers want to produce qualified works then they should have strong working culture and accompanied by appropriate working process. The relationship of organization members through the complied values as well as symbol and social idea that want to be achieved is part of organizational culture. Organizational culture as value system, belief and habit will result in norm. Norm is organization habit based value, organization regulation including organization standard. This condition will lead to the qualified works as with the goal of organization.

CONCLUSION

Professional competence and organizational culture affected positively and significantly to the lecturer performance in University of PGRI Palembang. Professional competence affected positively and significantly to the lecturer performance in University of PGRI Palembang. As well as organizational culture affected positively and significantly to the lecturer performance in University of PGRI Palembang.

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