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THE EFFECT OF COMPETENCY ON LECTURERS' PERFORMANCE WITH ORGANIZATIONAL CULTURE AS AN INTERVENING VARIABLE IN HIGHER EDUCATION IN PEMATANGSIANTAR

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Abstrak

Penurunan kualitas dosen tidak diragukan lagi disebabkan oleh berbagai faktor, baik internal maupun eksternal. Studi ini akan meneliti pengaruh kompetensi terhadap kinerja dosen, dengan budaya organisasi sebagai variabel intervening di universitas-universitas di Pematangsiantar. Ukuran sampel untuk penelitian ini adalah 220 orang. Hasil penelitian menunjukkan bahwa kompetensi (X1) secara langsung dan positif memengaruhi budaya organisasi (Z) dan kinerja dosen (Y) di universitas-universitas di Pematangsiantar. Lebih lanjut, budaya organisasi (Z) dapat secara tidak langsung memediasi hubungan antara kompetensi (X1) dan kinerja dosen (Y) di universitas-universitas di Sumatera Utara.

Kata Kunci: Kompetensi, Kinerja, Budaya Organisasi, Universitas di Pematangsiantar.

Abstract

The decline in lecturer quality is undoubtedly caused by various factors, both internal and external. This study will examine the influence of competency on lecturer performance, with organizational culture as an intervening variable at universities in Pematangsiantar. The sample size for this study was 220 people. The results indicate that competency (X1) directly and positively influences organizational culture (Z) and lecturer performance (Y) at universities in Pematangsiantar. Furthermore, organizational culture (Z) can indirectly mediate the relationship between competency (X1) and lecturer performance (Y) at universities in North Sumatra.

Keywords: Competence, Performance, Organizational Culture, Universities in Pematangsiantar.

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1. Introduction

Higher education is the highest educational institution that provides services to the community in obtaining education. This study aims to identify and explain the relationship between lecturer performance and their overall competency, motivation, and technology. This is because human resources are not solely responsible for achieving the goals of an educational institution. Aware of the lecturer's role in developing human resources, this study attempts to explore and describe the relationship between lecturer performance and the internal factors of competency, motivation, and technology possessed by a lecturer. Furthermore, it also examines how the external conditions and behaviors of their daily interactions within the university, known as organizational culture, influence lecturer performance. This will be revealed through this research.

Lecturer performance is influenced by competency, motivation, and technology, as well as by leadership, communication, and group dynamics. Organizational culture itself is influenced by its social environment, but these group dynamics are also influenced by the organizational culture itself. Developing a university culture is crucial because everyone will work based on mutually agreed-upon values and standards. In today's era of global competition, successful companies can only build a new culture based on principles that foster competitive behavior.

Higher education institutions consist of State Universities (PTN) and Private Universities (PTS). PTN are universities managed by the government, either under the Ministry of Education and Culture or under another government ministry. PTN receive government subsidies for the management and implementation of education, while PTS are universities owned and managed by individuals or groups/foundations. Financing, management, and implementation of PTS education are the full responsibility of the universities concerned, with the government acting solely as a supervisor and providing curriculum provisions for the learning process, in accordance with applicable laws.

One province with remarkable growth in the number of PTS is North Sumatra Province, which is included in the Higher Education Service Institution (LLDikti) Region I and the city of Pematangsiantar. What is interesting about Pematangsiantar, in relation to the background of this research, is the indicator of human resource development, particularly in the knowledge or education dimension, which is recorded as very high. Based on the analysis above, the research is interested in testing the influence of competence, motivation and technology on lecturer performance with organizational culture as an intervening variable at universities in Pematangsiantar.

2. Literature Review

2.1 Competencies

Literally, competence comes from the word "competence," which means skill, ability, and authority (Scale, 1975). Etymologically, competence is defined as the

behavioral dimension of expertise or excellence of a leader or staff member, possessing good skills, knowledge, and behavior. According to Wibowo (2017), competence is the ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitude required by the job. Spencer and Spencer (1993) define competence as the relatively stable character of attitudes and behavior, or the willingness and ability of an individual when facing situations and workplaces, formed from the synergy between character, self-concept, internal motivation, and conceptual knowledge capacity. McClelland, in Sedarmayanti (2013), explains that competence is as follows: "a fundamental characteristic possessed by an individual that directly influences, or can predict, excellent performance." According to Sutrisno & Zuhri (2019), competence is defined as an ability based on skills and knowledge supported by work attitudes and their application in carrying out tasks and work in the workplace, referring to established job requirements. Competence is the capacity that exists in an individual that can enable that person to fulfill what is required by the job in an organization so that the organization is able to achieve the expected results. Rusvitawati, Sugiati, & Dewi (2019) explain that competence consists of a number of key behaviors required to carry out a particular role to produce satisfactory achievements or performance.

According to Edison et al. (2016), competence is an individual's ability to carry out a job correctly and to have excellence based on matters relating to knowledge, skills, and attitudes. Meanwhile, according to Woodruffe (1991) and Woodruffe (1990), they Distinguish between the concepts of competence and competency, which are defined as work-related concepts, indicating "the area of work in which people can become competent or excel," while competency is a fundamental concept related to people, indicating "the behavioral dimension underlying superior performance."

Wood et al. (2001) explain the concept of competence as a combination of talent and ability. Talent indicates the capability to learn something, which is potential in nature. Meanwhile, ability refers to an individual's capacity to perform various tasks in a job. From the definitions put forward by experts regarding competence, it can be concluded that competence is a person's ability and characteristics in performing work or tasks based on the individual's knowledge, skills, and behavior effectively.

2.2 Organizational culture

The collection of ideas, thoughts, feelings, actions, and works created by humans in social life and recognized by humans through education is called culture. An organization is a structure or group of people working together to achieve a specific goal. Stephen P. Robbins (2011) states that the set of principles, beliefs, and practices adopted by an organization is known as organizational culture. This encompasses the lifestyle and behaviors that shape the organization's image. Organizational culture encompasses more than just the actions of employees; it encompasses their thoughts and feelings about those actions. Robbins states that organizational culture can be considered the "soul" of an organization, shaping the work environment and influencing the behavior of individuals working within it.

According to Wibowo (2010), organizational culture is the basic

philosophy of an organization, consisting of shared beliefs, norms, and values that form the basis of the organization's operations. Organizational culture, according to Mia Lasmi (2016, 202), is defined as common beliefs used to adapt or solve problems. Sedarmayanti (2007) states that organizational culture is the attitudes, beliefs, and values commonly held within an organization.

Garet R. Jones and Jennifer M. George (2003) state that organizational culture is a collection of shared values, norms, standards of behavior, and expectations that govern how individuals and groups within an organization interact with one another and collaborate to achieve organizational goals. Fahmi (2017) states that organizational culture is a collection of unique ideas, thought patterns, and behaviors held and implemented by human resources within an organization to achieve its goals. The process of merging each individual's pre-existing cultural and behavioral styles into new philosophies and standards creates energy and group pride in addressing pressing issues and goals.

Torang (2014) describes organizational culture as the recurring customs, values, and lifestyles held by a group of people within an organization, which are then shared by others. This means that culture can be intentionally or unintentionally passed down within an organization. According to the aforementioned experts, organizational culture is a pattern of basic assumptions, values, norms, standards of behavior, and shared expectations developed by a group of people within an organization. These assumptions were developed after being studied and believed to be the right and appropriate way to solve the problems of internal integration and external adaptation, and therefore need to be socialized.

2.3 Lecturer Performance

According to this term, performance can also be defined as the amount of work done by general employees. Performance is used as a reference for assessing the performance of employees in a company or organization. The term is derived from the word "perform," which means "to carry out, execute, carry out, fulfill, or carry out an obligation, an intention or vow, to carry out or perfect a task, and to do what is expected of a person or machine."

Performance can also be defined as an individual's overall level of success over a specific period or shorter period. A mutually agreed-upon standard of work results, targets, or objectives is known as performance. The following are definitions of performance from experts. Performance, according to Prawirosentono (Kurniati & Fidowaty, 2017), is defined as the work results achieved by an individual or group of people within an organization, according to their respective authorities and responsibilities, in an effort to achieve organizational goals. "Performance is the result or level of success of an individual or the entire organization during a specific period in carrying out tasks compared to various possibilities, such as predetermined and mutually agreed-upon work standards, targets, objectives, or criteria" (Sinambela, 2016).

Lecturer performance can be defined as an assessment of various aspects of a lecturer's work within the academic scope, such as providing education and teaching, scientific research, and community service (Sutrisno, 2016; Mangkunegara, 2017). According to Nadeak (2020), lecturer performance is an assessment of various aspects of a

lecturer's work within the academic scope, such as providing education and teaching, scientific research, and community service. Thus, lecturer performance is the result of processes carried out by lecturers, such as work presentations, work implementation, work achievements, and work performance.

3. Research Methods

Following the aforementioned grouping, this study employed quantitative descriptive analysis. A research instrument was used to collect data, which was then statistically analyzed to test the previously formulated hypotheses. This study used causal relationships, or cause-and-effect relationships, based on how the independent and dependent variables interact with each other. With the advancement of science, the latest method, Structural Equation Modeling (SEM), has become the most popular. This method better interprets results, has validity and reliability, and produces more accurate conclusions.

This method utilizes a simple method to find the average of indicators, namely statements in a questionnaire that indicate a particular variable. This study was conducted on civil servant lecturers at the Department of Education and Culture (DPK) and foundation lecturers under the LLDikti (Learning and Community Service) in Pematang Siantar. In this context, the population consisted of all civil servant lecturers at the Department of Education and Culture (DPK) plus foundation lecturers from higher education institutions under the LLDikti Region I in Pematang Siantar. The sampling technique used in this study was probability sampling. The minimum sample size for this study is 5 times the number of indicators and a maximum of 10 times the number of indicators (Hair & Harrison, 2021). This study used 46 indicators, resulting in a sample size of 5 x 44 = 220 individuals. Therefore, the data collection techniques used were observation, interviews, and questionnaires. The data sources for this study were primary and secondary data.

3.2. Hypothesis

A hypothesis can be defined as a statement about a logical relationship between two or more variables expressed quantitatively so that its truth can be tested (Sekaran, 2006). In this study, the hypotheses to be tested are:

H1: Competence has a direct effect on organizational culture

H2: Competence has a direct effect on lecturer performance

H3: Organizational culture has an effect on lecturer performance

H4: Competence has an effect on lecturer performance through organizational culture as an intervening variable.

3.3 Evaluation of Measurement Model (Outer Model)

The outer model, also called the outer relation or measurement model, defines how each indicator block relates to its latent variables. The measurement model (outer model) is used to assess the validity and reliability of the model. Tests in the outer model include Convergent Validity, Discriminant Validity, Composite Reliability, Bootstrapping Effect Significance Test (Inner Model), Determination Coefficient (R^2) and (Q2), Path Coefficient, and Hypothesis Testing.

4. Results And Discussion

4.1 Measurement Model Analysis

In this study, data analysis was performed using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) method with the help of SmartPLS

software. SEM-PLS can operate efficiently even with small sample sizes and complex models. In contrast to CB-SEM, SEM-PLS has looser data distribution assumptions. While estimation using CB-SEM requires meeting several assumptions, such as multivariate data normality, minimum sample size, homoscedasticity, and others, the estimation results of these two methods are not significantly different. Therefore, SEM-PLS can be considered a good alternative to CB-SEM, because it can still produce valid estimates even with small samples and deviations from the multivariate normality assumption. SEM-PLS can be considered a nonparametric approach to CBSEM. When the assumptions of CB-SEM are not met, SEM-PLS becomes a more appropriate method for testing the theory. If the data well meets the assumptions of CBSEM, such as minimum sample size and normal distribution, then CB-SEM should be chosen. However, if these assumptions are not met, SEM-PLS is a more appropriate choice. SEM-PLS, as a nonparametric approach, can still perform well even if the data does not conform to an extreme normal distribution.

Convergent validity is part of the measurement model, which in SEM-PLS is known as the outer model, while in covariance-based SEM it is called confirmatory factor analysis (CFA). There are two criteria for assessing whether the outer model meets the requirements for convergent validity for reflective constructs: (1) the loading must be greater than 0.7, and (2) the p-value must be significant (<0.05). However, in some cases, the requirement for a loading above 0.7 is often not met, especially for newly developed questionnaires. Therefore, loadings between 0.40 and 0.70 should still be considered for retention. Indicators with loadings below 0.40 should be removed from the model. However, for indicators with loadings between 0.40 and 0.70, we need to analyze their impact on the average variance extracted (AVE) and composite reliability. These indicators can be removed if their removal increases the AVE and composite reliability values above the established minimum threshold, namely an AVE greater than 0.50 and a composite reliability greater than 0.7. Furthermore, it is necessary to consider the impact of indicator removal on the content validity of the construct. Sometimes, indicators with small loadings are retained if they make a significant contribution to the content validity of the construct.

Based on the results of the outer loading validity test, all outer loading values were greater than 0.7, indicating that the model has met the convergent validity requirements based on the outer loading values. This means that each indicator in the measurement model has a significant contribution to the construct being measured. After meeting the outer loading validity requirements, the next step is to test the construct validity based on the average variance extracted (AVE) value. The AVE test aims to ensure that the variance explained by the indicators in the construct is sufficiently high, with an expected AVE value greater than 0.5, indicating good measurement model quality.

Furthermore, an Average Variance Extracted (AVE) value greater than 0.5 is considered adequate in a model. According to Mahfud and Ratmono (2013), if the AVE exceeds this value, then the indicators in the construct can be considered to have good discriminant validity. In this study, the AVE value for each construct was analyzed to assess the

extent to which the latent variables can explain the variance of the indicators that form it. Furthermore, Composite Reliability (CR) was used to measure the internal consistency of the indicators in each variable. A construct is said to have good reliability if its composite reliability value is greater than 0.6. Thus, the higher the CR value, the stronger the indicators are in representing the latent variables measured in this research model.

Table 1. Validity Testing based on Average Variance Extracted (AVE)

	Average variance extracted (AVE)
Organizational Culture (Z)	0.614
Lecturer Performance (Y)	0.614
Competence (X1)	0.640

The recommended Average Variance Extracted (AVE) value should be greater than 0.5. In this study, all AVE values were greater than 0.5, indicating that the model has met the validity requirements based on AVE. This indicates that the constructs in the model can adequately explain the variance of the indicators that form it. After meeting the validity requirements, the next step is to test the model's reliability based on the composite reliability (CR) value. The CR test aims to assess the internal consistency of the indicators in each variable, where a higher CR value indicates better reliability in representing the latent variable.

Table 2. Reliability Testing Based on Composite Reliability (CR)

	Composite reliability (rho_c)
Organizational Culture (Z)	0.950
Lecturer Performance (Y)	0.905
Competence (X1)	0.951

The recommended Composite Reliability (CR) value is greater than 0.7. In this study, all CR values were above 0.7, indicating that the constructs met the reliability requirements based on CR. This indicates that the indicators in each variable have good internal consistency and can reliably represent the latent variables. After ensuring reliability through CR, the next step is to test the model's reliability using Cronbach's Alpha (CA). This test aims to assess the extent to which indicators within a construct are consistent with each other, thus supporting the overall reliability of the research model.

Table 3. Reliability Testing Based on Cronbach's Alpha (CA)

	Cronbach's alpha
Organizational Culture (Z)	0.943
Lecturer Performance (Y)	0.874
Competence (X1)	0.944

The recommended Cronbach's Alpha (CA) value should be greater than 0.7. In this study, all CA values were greater than 0.7, indicating that the model met the reliability requirements based on Cronbach's Alpha. This indicates that the indicators within the constructs have good internal consistency.

Next, discriminant validity testing was conducted using the Heterotrait-Monotrait (HTMT) approach. Table 4 presents the results of the discriminant validity test, which indicates the extent to which the constructs in the model can be significantly differentiated.

Table 4. Discriminant Validity Test: HTMT

	Organizational Culture (Z)	Lecturer Performance (Y)	Competence (X1)
Lecturer Performance (Y)	0,837		
Competence (X1)	0,537	0,669	
Motivation (X2)	0,519	0,664	0,364

Culture Based on the results of the discriminant validity test using the HTMT approach, it is known that all values <0.9, which means that it is concluded that the discriminant validity requirements based on the HTMT approach have been met. After evaluating the discriminant validity, an examination is then carried out to determine whether multicollinearity problems occur in the latent variables Competence (X1), Motivation (X2), Technology (X3), Organizational Culture and Lecturer Performance (Y). The examination of the occurrence of multicollinearity problems can be carried out using the variance inflation factor (VIF) value approach.

4.2. Structural Model Analysis (Inner Model)

The measurement of the inner model is explained by the results of the path coefficient test, goodness of fit test and hypothesis test.

4.2.1 R Square

Based on the data processing that has been carried out using the smart PLS 4.1 program, the R-Square value obtained is as follows:

Table 5. R Square

	R-square	R-square adjusted
Organizational Culture (Z)	0.420	0.412
Lecturer Performance (Y)	0.743	0.738

The R-Square value of Organizational Culture (Z) is 0.420, which means that the independent variables in this model are able to explain or influence Organizational Culture by 42%. Meanwhile, the R-Square value of Lecturer Performance (Y) is 0.743, which means that the variables in this model are

able to explain or influence Lecturer Performance by 74.3%.

4.3 T-statistic test (Bootstrapping)

4.3.1. Direct Influence

Hypothesis testing in this study was conducted by observing the probability value (p-value) and the level of significance of the relationship between the variables analyzed. The decision-making criteria used were: if the probability value (p) is less than 0.05 ($p < 0.05$), then the relationship between the variables is declared statistically significant, and therefore worthy of further analysis. Conversely, if the p-value exceeds 0.05, then the relationship is considered insignificant. In addition to the p-value, significance can also be determined through the t-statistic value, with the provision that the t-value must be greater than the t-table at a significance level of 5% (i.e., > 1.98). Therefore, the path of influence between variables in the model is said to be significant if the calculated t-value is greater than 1.98, or if the standardized coefficient value exceeds the same threshold. The complete details of the results of the hypothesis testing are presented in the following table;

EmployeeTable 6. Path Coefficient Test & Significance of Direct Influence)

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Organizational Culture (Z) -> Lecturer Performance (Y)	0.420	0.424	0.095	4.416	0.000
Competence (X1) -> Organizational Culture (Z)	0.334	0.334	0.090	3.706	0.000
Competence (X1) -> Lecturer Performance (Y)	0.244	0.239	0.068	3.610	0.000

Based on the results in Table 6, the following results were obtained:

1. Organizational Culture (Z) influences Lecturer Performance (Y), with Original Sample (O) = 0.420, T-Statistics = 4.416 > 1.96, and P-Values = 0.000 < 0.05, indicating that the first hypothesis is accepted. This means that organizational culture influences lecturer performance.
2. Competence (X1) influences Organizational Culture (Z), with Original Sample (O) = 0.334, T-Statistics = 3.706 > 1.96, and P-Values = 0.000 < 0.05, indicating that the second hypothesis is accepted. This means that competence influences Organizational Culture.
3. Competence (X1) influences Lecturer Performance (Y), with Original Sample (O) = 0.244, T-Statistics = 3.610 > 1.96, and P Values = 0.000 < 0.05, which indicates that the third hypothesis is accepted. This means that competence influences Lecturer performance.
4.

4.3.2. Testing the Effect of Mediation

The mediation effect test is used to see whether Organizational Culture (Z) mediates between competence (X1) and Lecturer Performance (Y). The relationship between the independent

variable and the dependent variable through the intervening (mediation) variable in this study can be seen in the table below.

Table 7. Mediation Test

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Competence (X1) -> Organizational Culture (Z) -> Lecturer Performance (Y)	0.141	0.144	0.057	2.461	0.014

Based on the results of the mediation test in Table 7, the following results were obtained: Organizational culture (Z) can mediate between competence (X1) and lecturer performance (Y) with T-Statistics = 2.461 > 1.96 and P-Values = 0.014 < 0.05, which indicates that the first mediation hypothesis is accepted.

4.4. Discussion

4.4. 1. Direct influence of competency (X1) on organizational culture (Z)

The data processing results show that competence directly influences organizational culture. The correlation test results showed an Original Sample (O) value of 0.334, a T-Statistic of 3.706, and a P-Value of 0.000, indicating that higher competence leads to better organizational culture. These research findings align with Spencer and Spencer (1993) who define competence as a measurable individual characteristic that forms the basis for effective performance within an organization. Competent individuals are able to behave and make decisions consistent with organizational values and norms, thereby strengthening organizational culture. This also aligns with Edgar Schein's opinion: According to Schein (2010), organizational culture consists of three levels: artifacts, shared values, and basic assumptions. Individual competence contributes to the formation and maintenance of these basic values and assumptions through daily behavior and work practices.

Expert research also explains this relationship, where competence has a positive and significant effect on organizational culture. Increased competence strengthens a productive, innovative, and adaptive organizational culture, which in turn positively impacts overall organizational performance. As in the Social Systems Model, individual competency is considered a key component of an organization's social system, interacting to shape organizational culture. Employee competency adapts to and reflects the organization's values, norms, and traditions, thus strengthening that culture.

Social systems model proponents such as Talcott Parsons emphasized that

social systems consist of various interdependent subsystems that function to maintain social stability and integration. He developed a systems theory that emphasizes the importance of norms and values in shaping social behavior. A campus, as a social system, contains various subsystems such as faculty, lecturers, students, and administrative staff, who interact and depend on one another to achieve common goals. Communication is the primary tool connecting these subsystems to create sustainable cooperation and effective decision-making.

Competency is understood as the ability of individuals as subsystems, encompassing the knowledge, skills, and attitudes necessary to perform their duties effectively. In an organizational context, the individual competency of organizational members is considered influential in the formation and development of organizational culture. High competency enables organizational members to better understand and implement the values, norms, and behaviors that characterize organizational culture. Therefore, competence is a key driver in shaping attitudes and behaviors consistent with organizational culture, which in turn supports the achievement of the organization's vision and mission.

Good individual skills enable effective task execution. Social systems and organizational management theory suggests that competent individuals will support the internalization of organizational cultural values, thus building a strong and cohesive culture. Competence facilitates the adaptation of cultural values and the reinforcement of organizational norms, which will guide member behavior toward achieving organizational goals.

4.4. 2. Direct influence of competency (X1) on lecturer performance (Y)

The data processing results indicate that competency directly influences lecturer performance. The correlation test results show an Original Sample (O) value of 0.224, a T-Statistic of 3.610, and a P-Value of 0.000, indicating that higher competency leads to better lecturer performance. These results align with the Competency Theory (Spencer & Spencer, 1993): Competence is an observable and measurable characteristic of an individual that is directly related to effective performance. For lecturers, competency encompasses pedagogical, professional, personal, and social competencies, which collectively influence their ability to optimally carry out teaching and mentoring duties.

Lecturer competency influences lecturer performance, where high levels of pedagogical, professional, social, and personal competency lead to improved teaching, mentoring, and academic development quality, thereby enhancing overall performance. Law Number 14 of 2005 concerning Teachers and Lecturers and the 2010 Lecturer Certification Guidelines provide the regulatory basis that lecturer competencies (pedagogical, professional, personality, and social) must be met to ensure the quality of lecturer performance, which includes teaching, research, and community service. Research shows that professional and pedagogical competencies significantly influence lecturer performance. Adequate competencies enable lecturers to effectively prepare for teaching, implement learning, evaluate, and develop teaching materials. Good lecturer performance contributes to student academic achievement and the

reputation of the higher education institution.

Becker et al. (2001) stated that competency is a combination of knowledge, skills, and abilities that directly influence individual performance. For lecturers, this competency is crucial in implementing the Tri Dharma of Higher Education with superior performance. Lecturer competency encompasses knowledge, skills, and professional attitudes that enable them to effectively carry out teaching, research, and community service. Human resource theory suggests that competency is the primary asset influencing individual performance within an organization, including lecturers. With adequate competency, lecturers can increase productivity, teaching quality, and their contribution to the goals of the educational institution. Human Resource Theory views competency as an ability encompassing the knowledge, skills, and attitudes necessary for effective performance. This competency is the primary asset that directly influences lecturer performance, namely improving work results and teaching quality.

4.4. 3. Direct Influence of Organizational Culture (Z) on Lecturer Performance (Y)

The results of data processing show that Organizational Culture directly influences lecturer performance, where the results of the relationship test show an Original Sample (O) value of 0.420, T-Statistics 4.416, and P Values = 0.000 indicating that the better the organizational culture system, the more the lecturer performance will increase. The results of this study are in line with the findings of Asmawati (2007) which show that the organizational culture implemented in higher education has a significant and positive influence on lecturer performance. Cultural values believed by lecturers shape behavior such as innovation, courage to take risks, and a supportive work climate are important factors that influence lecturer performance. This is also in line with the findings of Haryati (2012) who emphasized that organizational culture has a significant influence on lecturer performance at the Jakarta II Ministry of Health Polytechnic. A good culture improves performance through the internalization of values and beliefs believed by organizational members.

4.4. 4. The Influence of Competence (X1) on Lecturer Performance (Y) as mediated by Organizational Culture (Z)

The results of the mediation test data processing Organizational culture (Z) has an influence and can mediate between competence (X1) and lecturer performance (Y) where the results of the relationship test show a T-Statistics value of 2.461 and P Values 0.014, indicating that organizational culture can significantly mediate between competence and lecturer performance. The results of the hypothesis testing in this study indicate that organizational culture plays a significant mediating role in the relationship between competence and lecturer performance. This finding is characterized by a T-Statistics value of 2.461, which is higher than the threshold of 1.96, and P-Values of 0.014, which is below the 0.05 significance level. Statistically, this indicates that the influence of competence on performance is not direct, but is mediated by organizational culture. This means that although competence does influence

performance, the role of organizational culture is quite important in optimizing the abilities that are actualized in the form of lecturer performance.

The results of this study align with those of Najamudin and Andang (2023), which showed that the organizational culture at STKIP Bima in the 2021/2022 academic year was generally considered appropriate/high and had a significant influence on lecturer performance. This suggests that the higher the level of congruence between organizational culture and lecturer performance, the stronger the lecturer's performance. Similarly, Winarni, Yusuf, and Gunadi (2024) conducted a study at STAI Bumi Silampari in Lubuklinggau, which also showed that organizational culture and competency simultaneously had a positive and significant influence on lecturer performance. Organizational culture significantly strengthened the relationship between competency and lecturer performance. Robbins and Judge stated that organizational culture helps mediate the effects of individual competencies by instilling norms and values that encourage the application of these competencies in real-world work and a desire to achieve. This finding demonstrates the significant influence of organizational culture on lecturer performance, where a strong organizational culture contributes to shaping the character of qualified lecturers and improving performance. In higher education, organizational culture can be defined as the way lecturers think, work, and behave in carrying out their respective duties. Thus, organizational culture can be described as a collection of values, norms, expressions, and behaviors that determine how individuals within a university relate to one another and how effectively they utilize their abilities in their educational work. Lecturer competency refers to the abilities, knowledge, and skills possessed by lecturers that serve as the basis for carrying out academic duties and responsibilities.

The relationship between individual lecturers and private higher education organizations (PTS) is characterized by their self-confidence in the values and goals of their university, enabling them to use their abilities diligently for the benefit of the organization. In this context, lecturers identify with the particular PTS where they work and contribute to the realization of its goals. This concept is often defined by Kotler (2000) as an organization's commitment to its goals, embracing values and norms that provide a strong sense of belonging to the organization where they work. A strong and focused commitment to the tasks at hand is a characteristic of individuals who perform well (Woolfolk, 1995: 123). Organizational culture as a mediator by influencing competency on lecturer performance is implemented through Alignment of individual and organizational values in a conducive work climate will develop appropriate work attitudes and behaviors that ultimately produce good performance. In other words, lecturer competency does not always have a direct optimal impact on performance, but rather through organizational culture that encourages and directs the application of these competencies. Human resource management theory and organizational culture theory from Edgar Schein emphasize that a strong organizational culture will shape mindsets and behaviors that support the implementation of competencies in individual performance.

5. Conclusion

Based on the research results and discussion presented previously, the following conclusions can be drawn:

1. Organizational culture (Z) directly and positively influences lecturer performance (Y) at universities in Pematangsiantar, North Sumatra.
2. Competence (X1) directly and positively influences organizational culture (Z) at universities in Pematangsiantar, North Sumatra.
3. Competence (X1) directly and positively influences lecturer performance (Y) at universities in Pematangsiantar, North Sumatra.
4. Organizational culture (Z) indirectly mediates the relationship between competence (X1) and lecturer performance (Y) at universities in Pematangsiantar, North Sumatra.

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