



Impact of Organizational Development and Work Culture on Lecturers' Professional Success

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh budaya kerja terhadap prestasi kerja Dosen UIN Fatmawati Sukarno Bengkulu; mengetahui pengaruh pengembangan organisasi terhadap prestasi kerja Dosen UIN Fatmawati Sukarno Bengkulu; dan mengetahui pengaruh budaya kerja dan pengembangan organisasi secara bersama-sama terhadap prestasi kerja Dosen UIN Fatmawati Sukarno Bengkulu. Penelitian ini dilaksanakan di UIN Fatmawati Sukarno Bengkulu. Peneliti ini adalah penelitian kuantitatif dengan 148 dosen sebagai sample yang diambil dengan menggunakan proportional stratified random sampling. Hasil penelitian menunjukkan bahwa: (1) Budaya Kerja (X_1) yang diukur oleh Prestasi Kerja (Y) memiliki pengaruh langsung positif dan signifikan terhadap tinggi rendahnya Prestasi kerja. Dengan demikian, tinggi rendahnya Prestasi Kerja dijelaskan oleh besarnya pengaruh Pengembangan Organisasi yang secara langsung berpengaruh positif terhadap Prestasi Kerja sebesar $(0,292)^2 = 0,085 = 8,5 \%$; (2) Pengembangan Organisasi (X_2) yang diukur oleh Prestasi kerja (Y) memiliki pengaruh langsung positif dan signifikan terhadap tinggi rendahnya Prestasi Kerja. Dengan demikian, tinggi rendahnya Prestasi kerja dijelaskan melalui Pengembangan Organisasi. Besarnya pengaruh Pengembangan Organisasi yang secara langsung berpengaruh positif terhadap Prestasi Kerja sebesar $(0,292)^2 = 0,085 = 8,5 \%$; dan secara simultan Budaya Kerja (X_1) dan Pengembangan Organisasi (X_2) berpengaruh langsung positif secara simultan terhadap Prestasi kerja (Y) sebesar $0,386 = 38,6\%$. Dan sisanya adalah pengaruh dari variabel lain sebesar $61,4 \%$ yang merupakan pengaruh yang datang dari faktor lain.

Keyword: Budaya Kerja, Pengembangan Organisasi, Prestasi Kerja Dosen

ABSTRACT

The purpose of this research is to determine the impact of work culture on the work performance of UIN Fatmawati Sukarno Bengkulu Lecturers; to understand the impact of organizational development on the work performance of UIN Fatmawati Sukarno Bengkulu Lecturers; and to understand the impact of work culture and organizational development combined on the work performance of UIN Fatmawati Sukarno Bengkulu Lecturers. This study was carried out at UIN Fatmawati Sukarno Bengkulu. This is a quantitative study that used proportional stratified random sampling to select 148 lecturers as samples. The study's findings indicate that: (1) Work Culture (X_1), as measured by Work Achievement (Y), has a positive and significant direct influence on work performance. Thus, Organizational Development explains both high and low work performance. Thus, the magnitude of the influence of Organizational Development, which has a direct positive effect on Work Performance of $(0.292)^2 = 0.085 = 8.5\%$; (2) Organizational Development (X_2) as measured by work performance (Y) has a positive and significant direct influence on the level of work performance. Thus, Organizational Development explains both high and low work performance. The magnitude of the influence of Organizational Development on Work Performance is $(0.292)^2 = 0.085 = 8.5\%$; and Work Culture (X_1) and Organizational Development (X_2) have a simultaneous positive direct effect on Work Performance (Y) of $0.386 = 38.6\%$. The remainder is the influence of other variables of 61.4% , which is the influence of other factors.

Keywords: Work Culture, Organizational Development, Lecturer Work Achievement



INTRODUCTION

Education is a human endeavor in which educators bear full responsibility for guiding students toward maturity. Education's success can aid in the achievement of national development goals. Education is also a complex issue that must be addressed in order to produce people who can master science and technology. Human resources can be improved by focusing on improving learning outcomes, particularly in the field of formal education, i.e. schools.¹

Islamic universities are among the educational institutions that help to prepare the next generation. In higher education, the education process takes the form of teaching and learning. Lecturers play a critical role in determining the quantity and quality of instruction provided. As a result, lecturers must carefully consider and plan how to increase learning opportunities for students while also improving the quality of their teaching. This necessitates changes in classroom organization, learning methods, teaching and learning strategies, and lecturers' attitudes and characteristics in managing the teaching and learning process.

Lecturers are one of the most important components of higher education; their presence is critical in terms of the roles, duties, and responsibilities required to achieve the goals of national education. Professional lecturers are required to achieve the national education goals. As a professional educator and scientist, one of my primary responsibilities is to transform, develop, and disseminate science, technology, and art through education, research, and community service.² So it is necessary to evaluate lecturers so that, in carrying out their duties and responsibilities in

accordance with what is required in the aforementioned law, it is hoped that the quality of lecturers will continue to increase, thereby increasing the quality of students, and thus the quality of higher education.³

Lecturers are in charge of managing the teaching and learning process, acting as facilitators to create effective teaching and learning conditions in order for the teaching and learning process to develop good lecture materials⁴ and improve students' ability to listen to lectures and master the educational goals they must achieve.⁵

The profession of lecturer is closely related to certain positions or jobs that require specific skills, knowledge, and abilities. A profession's definition already exists and becomes a requirement for competence in order for the profession to function as well as possible.⁶ Because lecturers' work differs from other jobs in this regard, it also serves a social function, namely community service.⁷

Professional functions necessitate competence. In the midst of a complex society, such as today's modern society, the profession necessitates the ability to make sound decisions and formulate sound policies.⁸ As a result, comprehensive information is required in order to avoid making mistakes that will cause harm to both yourself and the community.⁹ As a result, policy decision-making, planning, and

¹ L. Tirtahardja, U., and Sula, *Pengantar Pendidikan*. (Jakarta: Rineka Cipta, 2000).

² Departemen Agama RI, *Undang-Undang Dan Peraturan Pemerintah RI Tentang Pendidikan*. (Jakarta: Departemen Agama RI, 2007).

³ Handoko, *Manajemen Personalia* (Yogyakarta: BPFE, 2014).

⁴ P. Made, *Cara Belajar Mengajar Di Universitas Negara Maju*. (Jakarta: Bumi Aksara, 1990).

⁵ M.H. Usman, *Menjadi Guru Profesional*. (Bandung: Remaja Rosda Karya, 2001).

⁶ S.P. Sentono, *Kebijakan Kinerja Karyawan*. (Yogyakarta: BPFE, 1999).

⁷ A.P. Mangkunegara, *Manajemen Sumber Daya Manusia*. (Bandung: Remaja Rosda Karya, 2007).

⁸ Beckhard, *Organization Development: Strategies and Models* (Reading, MA: Addison-Wesley, 1969).

⁹ A.P. Mangkunegara, *Manajemen Sumber Daya Manusia Perusahaan*. (Bandung: Remaja Rosda Karya, 2002).



implementation must be handled by experts with professional competence in their fields.¹⁰

The Work Culture System is a philosophy based on a view of life as values that become traits,¹¹ habits and drivers that are cultivated in a group and are reflected in attitudes,¹² into behaviors, ideals, opinions, views, and actions that manifest as work.¹³

The goal of work culture is to change existing lecturers' attitudes and behaviors in order to increase work productivity and prepare them for future challenges.¹⁴ The benefits of implementing a good Work Culture include increasing the spirit of mutual cooperation, togetherness, being open to one another, increasing the spirit of kinship, increasing a sense of kinship,¹⁵ building better communication, increasing work productivity, being responsive to outside world developments, and so on.¹⁶

Based on preliminary observations made with several lecturers at UIN Fatmawati Sukarno Bengkulu, the work culture of the lecturers has a significant impact on their work performance in terms of discipline, awareness, willingness, creativity, honesty, and interaction with the

academic environment. Meanwhile, the Institute's organizational development for lecturers remains severely lacking. Trainings, for example, are not provided to all lecturers; only a small number of them have the opportunity to attend training, workshops, or short courses in an effort to improve the work performance of UIN Fatmawati Sukarno Bengkulu lecturers. As a result, research is required to determine how significant the influence is in improving lecturers' work performance.

This research on lecturers and their organizational development is also a planned learning process to develop the ability of study programs in the conditions and demands of an ever-changing environment, so that the academic community can achieve optimal performance.

Higher education organization development entails changing the attitudes, perceptions, behaviors, and expectations of all members of higher education institutions. Organizational development is defined as a deliberate leadership effort to improve the effectiveness of higher education through intervention (by third parties) based on a human behavior approach. In other words, organizational development in higher education is carried out with the assistance of expert consultants, is systematic, and requires leadership support.

The assessment of lecturers' work performance is an important mechanism for management to use in explaining the objectives and standards of lecturers' work performance and motivating lecturers' performance within a certain time frame in tertiary institutions. Work performance evaluation is a useful tool for determining the value of the success of the lecturer's duties implementation. This activity can help improve personnel decisions and provide feedback to lecturers on how their work is being implemented.

The work culture system and the lecturer organizational development system are also expected to motivate lecturers to improve their work performance in carrying out higher education's

¹⁰ H.A.S. Moenir, *Manajemen Pelayanan Umum*. (Jakarta: Bumi Aksara, 2005).

¹¹ R. Killman, R.H., Saxton, M.J. & Serpa, "Issues in Understanding and Changing Culture.," *California Management Review*. Col. XXVIII, no. 2 (1986): 87–94.

¹² S. Poespowardojo, *Pembangunan Nasional Dalam Perspektif Budaya Sebuah Pendekatan Filsafat*. (Jakarta: Grasindo, 1993).

¹³ H. Suprihatiningrum, "Faktor-Faktor Yang Mempengaruhi Prestasi Kerja (Studi Pada Karyawan Kantor Kementerian Agama Provinsi Jawa Tengah).," *Jurnal Kajian Akuntansi Dan Bisnis*, 2012.

¹⁴ R.J. Griffin, R.E., and Elbert, *Business* (Englewood Cliffs N.J.: Prentice Hall, 1989).

¹⁵ J.D. Wheelen, T.L. and Hunger, *Strategic Management and Business Policy, 2nd Ed. Reading* (MA: Adison-Wesley., 1986).

¹⁶ T. Supriyadi, G., and Guno, "LLM Supriyadi Diakses Pada Tanggal 1 September 2015 Pukul 13.20 Wib. [http://Id.Wikimedia.Org/Wiki/Budaya Kerja](http://Id.Wikimedia.Org/Wiki/Budaya_Kerja), 2007," 2007, 2015.



tridharma mandate, namely education and teaching, research, and community service. If lecturers possess the aforementioned skills, it is hoped that they will be able to contribute to the improvement of lecturers' work performance in higher education, including educational services to students. It is hoped that this research will reveal the impact of work culture and organizational development on the work performance of State Islamic University (UIN) Lecturer Fatmawati Sukarno Bengkulu.

Based on the foregoing, the authors would like to conduct research titled "The Influence of Work Culture and Organizational Development on the Work Performance of Lecturers at the State Islamic University (UIN) Fatmawati Sukarno Bengkulu".

METHOD

The type of research includes quantitative research based on the problems and objectives established. Thus, the data gathered in the study are facts and symptoms of the three existing variables, with no special treatment given to these variables. As a result, the method used in this study is a survey method with the technique of administering a statement instrument to all participants. Based on the problem under investigation, this survey research falls under the category of confirmatory research. According to Singarimbun, confirmatory research aims to explain causal relationships and test hypotheses.¹⁷ The researchers used a stratified technique that was taken proportionally and randomly in this sampling (draw lottery). A field survey was used in the study to collect data by distributing questionnaires to permanent lecturers at the State Islamic University (UIN) Fatmawati Sukarno Bengkulu, which served as the research sample. In this study, data analysis

techniques include data descriptions¹⁸ and test requirements such as normality tests, linearity tests, and hypothesis testing.¹⁹

RESULT & DISCUSSION

a. Work Culture (X_1) has a direct positive effect on Lecturer's work performance (Y)

Individual tests are displayed in the Coefficient table, and the research hypotheses to be tested are formulated into the statistical hypotheses listed below:

$$H_a : \beta_{yx1} > 0$$

$$H_o : \beta_{yx1} = 0$$

Hypothesis:

H_a : Work culture has a direct and positive impact on job performance.

H_o : Work culture has no direct positive impact on job performance.

Test the path analysis's significance by comparing the probability value of 0.05 with the probability value of Sig using the following criteria:

1. If the probability value of Sig is greater than 0.05, or ($\text{Sig} > 0.05$), then H_o is accepted and H_a is rejected. The meaning is not significant.
2. If the probability value of Sig is less than the probability value of 0.05 or ($\text{Sig} < 0.05$) then H_o is rejected and H_a is accepted. It means significant.

From the Coefficient table, the path coefficient value $\beta_{yx1} = 0.307$ with $t_{\text{count}} = 3.116$ and Sig. 0.005, while the value of $t_{\text{table}} =$ at $\alpha = 0.05$. Therefore, $t_{\text{count}} = 3.116$ is greater than $t_{\text{table}} = 1.976$ and sig. = 0.02 is smaller than $\alpha = 0.05$ then the path coefficient is significant.

Metode Penelitian Survei. (Jakarta: LP3ES, 1989).

¹⁷ M. Singarimbun, *Metode Dan Proses Penelitian. Dalam Masri Singarimbun Dan Sofian Efendi (Eds).*



¹⁸ I. Gozali, *Aplikasi Analisis Multivariat Dengan Program SPSS*. (Semarang: Diponegoro University Press., 2005).

¹⁹ Sudjana., *Tehnik Analisa Regresi Dan Korelasi*. (Bandung: Torsito, 1996).



b. Organizational Development (X_2) has a direct and positive impact on Lecturer Work Achievement (Y)

Individual statistical test results are displayed in the Coefficient table, and the research hypotheses to be tested are formulated into the following statistical hypotheses:

$$H_a : \beta_{yx2} > 0 \text{ Ho}$$

$$: \beta_{yx2} = 0$$

Hypothesis:

H_a : Organizational development has a direct positive impact on the work performance of lecturers

H_o : Organizational development has a direct positive impact on the work performance of lecturers

Path analysis is performed by comparing the probability value of 0.05 with the probability value (Sig) with the following criteria:

1. If the probability value (Sig) is greater than 0.05, or (Sig > 0.05), then H_o is accepted and H_a is rejected. The significance is insignificant.
2. If the probability value (Sig) is less than 0.05 or (Sig < 0.05), then H_o is rejected and H_a is accepted. It denotes significance.

Coefficient table, path coefficient value $\beta_{yx1} = 0.292$ with $t_{\text{count}} = 3.297$ and Sig. 0.001, while the value of $t_{\text{table}} = 2$, at $\alpha = 0.05$. while the value of $t_{\text{table}} = 1.976$ at $\alpha = 0.05$. Therefore, $t_{\text{count}} = 3.297$ is greater than $t_{\text{table}} = 1.976$ and sig. = 0.01 is smaller than $\alpha = 0.05$ then the path coefficient is significant.

c. Work Culture (X_1) and Organizational Development (X_2) have a simultaneous positive direct effect on Work Performance (Y)

The joint influence of the coefficient of work culture variable (X_1) and organizational development (X_2) on work performance (Y) can be

seen from the results of the Summary Model table

calculation, it is obtained that the value of $F_{\text{count}} = 12.701$ and $F_{\text{table}} = 2.67$ at a significant level = 0.05. so that it is proven that Work Culture and Organizational Development have a simultaneous positive direct effect of 12,701 on work performance.

The empirical causal relationship framework between the path of Work Culture Variables (X_1) on Work Achievement (Y), Organizational Development (X_2) on Work Achievement (Y) and Work Culture (X_1), Organizational Development (X_2) on Work Achievement (Y) can be made structural equation as follows:

The path coefficient (X_1) against (Y) or $\beta_{yx1} = 2.43$ with $t_{\text{count}} = 3.116$ and Sig. 0.003. Coefficient of path (X_2) against (Y) or path $\beta_{yx2} = 3,297$ with $t_{\text{count}} = 3,297$ and Sig. 0.001, while the value of $t_{\text{table}} = 2.67$ at $\alpha = 0.05$. All residual coefficients (ε) are calculated based on the Summary Model output model, namely:

$$\varepsilon = \sqrt{1-r^2} = \sqrt{1-0,386} = 0,85.$$

Based on the path coefficient, the path equation can be made as follows:

$$Y = \beta_{yx1} + \beta_{yx2} + \varepsilon_2 \\ = 2,43X_1 + 3,297 X_2 + 0,85$$

The magnitude of the joint effect of the variables ($X_1 : X_2$) on the Academic Achievement variable (Y) is seen from the coefficient of determination $R_{\text{square}} = 0, 14.9$ or 15% and the magnitude of the influence of other variables is $(\sqrt{1-0.386})^2 = 0.85$ of 85%.

Table 1. Summary of Partial Test Results and F Test Results, Total Effects and Joint Effects of Work Culture and Organizational Development

Effect Between Variables	t value	F value	Test result	Coefficient of Determination R^2	Other Variable Coefficient
X_1 against Y	3,116	12,701	Ho rejected	0,149 atau 15%	85%
X_2 against Y	3,297		Ho rejected		



Discussion

1. The Impact of Work Culture on UIN Fatmaati Sukarno Bengkulu Lecturers' Work Performance

The study's findings indicate that there is a direct influence on the coefficient, as shown in Table 1. Work culture has a direct and positive influence on the level of work performance. The path coefficient $\beta_{yx1} = 0.307$, $t_{\text{Counting}} = 3.116$, and Sig. 0.005, whereas $t_{\text{table}} =$ at $\alpha = 0.05$. As a result, $t_{\text{count}} = 3.116$ exceeds $t_{\text{table}} = 1.976$ and when sig. = 0.02 is less than $\alpha = 0.05$, the path coefficient is significant. Work Culture (X_1), as measured by Work Achievement (Y), has a positive and significant direct influence on high and low work performance, according to the research findings above. Thus, the magnitude of the influence of organizational development, which has a direct positive effect on work performance of $(0.292)^2 = 0.085 = 8.5\%$, explains the high and low work performance.

This strengthens and proves Siti Fatimah and Aldri's²⁰ theory that work culture influences employee performance because a good work culture is supported by good cooperation among employees, in this case, a Lecturer at UIN Fatmawati Sukarno Bengkulu.

The findings of this study are consistent with the findings of Mambang²¹ who discovered that work culture has a positive and significant impact on employee performance. The better the work culture, the better the employee's performance;

conversely, the worse the work culture, the worse the employee's performance.

Work culture has a moderate relationship to employee performance, according to Asyrori²² research, but it has not run optimally because there are still employees who do not carry out their duties optimally.

2. The Influence of Organizational Development on the Work Performance of UIN Fatmawati Sukarno Bengkulu Lecturers.

In the Coefficient table, the path coefficient value $\beta_{yx1} = 0.292$ with $t_{\text{count}} = 3.297$ and Sig. 0.001, while the value of $t_{\text{table}} = 2$, at $\alpha = 0.05$. As a result, if $t_{\text{count}} = 3.297$ is greater than $t_{\text{table}} = 1.976$ and sig. = 0.01 is less than $\alpha = 0.05$, the path coefficient is significant. Thus, as measured by work performance (Y), organizational development (X_2) has a positive and significant direct influence on the level of work performance. Thus, Organizational Development explains both high and low work performance. The magnitude of the influence of Organizational Development on Work Performance that has a direct positive effect is $(0.292)^2 = 0.085 = 8.5\%$.

The findings of this study are consistent with the findings of Poluakan's research.²³ According to the findings of research and multiple regression testing on PT employees. Sinar Galesong Prima Manado discovered that: 1) the regression coefficient value of Organizational Development has a positive effect on Employee Performance, and 2) if Organizational Development increases, Employee Performance at PT increases. Sinar Galesong Prima Manado will grow in popularity. Or agree on Ability to control, Support, Enjoyment, Benefits,

²⁰ A. Fatimah, S., and Frinaldi, "Pengaruh Budaya Kerja Dan Kepuasan Kerja Terhadap Kinerja Pegawai Di Kecamatan Sungai Geringging," *Jurnal Mahasiswa Ilmu Administrasi Publik (JMIAP)* 2, no. 3 (2020).

²¹ and Harmaini. Mambang, M., "Pengaruh Budaya Kerja Terhadap Kinerja Pegawai Di Kantor Kementerian Agama Kabupaten Gunung Mas Provinsi Kalimantan Tengah.," *Journal.Umpalangkaraya.Ac.Id*, 2015.

²² Asyori., "Hubungan Budaya Kerja Dengan Kinerja Di Kantor Kecamatan Sambutan Kota Samarinda," *EJournal Administrasi Negara*, 5, no. 3 (2014).

²³ F.A. Poluakan, "Pengaruh Perubahan Dan Pengembangan Organisasi Terhadap Kinerja Karyawan Pt. Sinar Galesong Prima Manado," *Jurnal EMBA* 4, no. 3 (2016): 1057 – 1067.



encouraging enthusiasm, new ideas, and Assist achievement in the category. This study backs up Djestawana's²⁴ research on the Effect of Organizational Development, Leadership, and Career Path on Job Satisfaction and Performance of Health Center Employees, which found that Organizational Development has an impact on employee performance. Based on empirical facts based on observations in this study, the hypothesis of the relationship between employee performance and organizational development; employee performance and leadership; employee performance, and career development independently and simultaneously affect employee performance and are proven to be significant ($t > +2.58$). Employee Performance as a Result of Organizational Change and Development Organizational Change and Organizational Development both have a positive impact on employee performance at PT. Prime Galesong Rays. The calculated F value $> F$ table was obtained based on the results of manual statistics calculations. This suggests that both organizational change and organizational development have an impact on employee performance. Because employees must adapt to organizational changes, the resulting influence has a positive relationship with performance. Organizational Development and Change is the process of growing or expanding an organization in a positive direction. Every organization, including PT. Sinar Galesong Prima wishes to grow and change in order to become bigger and better.

3. The Influence of Work Culture and Organizational Development Together

²⁴ Djestawana, "Pengaruh Pengembangan Organisasi, Kepemimpinan, Jenjang Karir Terhadap Kepuasan Kerja Dan Kinerja Pegawai Puskesmas Kesmas, STIKES Bina Usada Bali," *Jurnal Kesehatan Masyarakat Nasional* 6, no. 6 (2012).

on Work Achievement of Lecturer of UIN Fatmawati Sukarno Bengkulu

The results of the Summary Model table calculations obtained $F_{\text{count}} = 12.701$ and $F_{\text{table}} = 2.67$ at a significant level $\alpha = 0.05$ show the combined influence of the coefficient of Work Culture Variables (X_1) and Organizational Development (X_2) on Work Performance (Y). As a result, it has been established that Work Culture and Organizational Development have a cumulative positive direct effect of 12,701 on work performance. Work Culture (X_1) and Organizational Development (X_2) both have a $0.386 = 38.6\%$ positive direct effect on work performance (Y). The remainder is the influence of other variables of 61.4%, which is the influence of other factors. This study supports Hety Murdiyani's research on how work culture, ability, and commitment affect the quality of performance, particularly among lecturers. Sangadji and Sopiah prove that culture has a role in increasing lecturer satisfaction and performance in East Java. Peterson and Mets (in Hety Murdiyani)²⁵ believe that lecturer commitment improves the teaching and learning process, as well as interactions with students, colleagues, and leaders.

It is clear that the following factors influence work performance, namely the Ability Factor. A person's abilities are divided into two categories: potential abilities (IQ) and reality abilities (knowledge + skills). That is, someone with an IQ above the average (IQ 110 - 120), adequate education for his position, and skill in doing daily work will be able to achieve the expected work performance more easily. As a result, employees must be placed in jobs that match their expertise (the right man in the right place, the right man in the right job), thereby increasing motivation.

²⁵ H. Murdiyani, "Pengaruh Beban Kerja, Kepuasan Kerja Dan Komitmen Organisasi Terhadap Kinerja Dosen Tetap." (Universitas Sebelas Maret Surakarta, 2010).



Motivation is formed by an employee's attitude toward work situations. Motivation is a condition that drives employees to achieve organizational goals (work goals). A mental attitude is a mental state that encourages a person to strive for peak work performance. A person's mental attitude must be prepared psychophysically (readymentally, physically, goals, and situations). This implies that a person must be mentally prepared, physically capable, understand the main goals and work targets to be met, and be able to take advantage of and create a safe and comfortable work environment for coworkers.

Employee ability is psychologically composed of two components: knowledge and expertise. In other words, someone with a high level of intelligence and skill in performing the tasks assigned is seen as capable of producing the expected employee performance. A person's knowledge factor can be obtained through their background, trainings, areas of interest studied, and work development.

While a person's expertise can be obtained through work skills and a positive personality or mental attitude. The ability required of an employee is determined by the duties and responsibilities that the employee faces. Similarly, the skills required of lecturers are determined by the tasks they perform, which include education and teaching, research, and community service.

Organizational development is a planned systematic process that employs certain principles to guide an organization toward greater organizational effectiveness and competence. This is accomplished through diagnosis, organizational culture, and community recognition that the organization is improving its performance.

CONCLUSION

Based on the findings of the previous chapter's research, the following conclusions can be drawn:

1) Work Culture (X_1) has a positive and significant

direct influence on high and low work performance as measured by Work Performance (Y); 2) Work performance (Y) as measured by organizational development (X_2) has a positive and significant direct influence on high and low work performance; 3) Work Culture (X_1) and Organizational Development (X_2) both have a $0.386 = 38.6\%$ positive direct effect on work performance (Y). Then, the rest is the influence of other variables of 61.4% which is the influence that comes from other factors.

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