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The Influence of Competence, Organizational Culture, Spiritual Leadership on Organizational Behavior and Its Impact on Lecturer Performance at Higher Education in Baubau City

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Abstract: Lecturer performance is closely related to various factors such as inadequate competence of lecturers, weak organizational culture, low spiritual leadership and organizational behavior that is not suitable for improving lecturer performance. The objectives of this study are: (1) Testing and analyzing the positive and significant influence between lecturer competence, academic culture, spiritual leadership and organizational behavior simultaneously on lecturer performance; (2) Testing and analyzing the positive and significant influence between lecturer competence on lecturer performance; (3) Testing and analyzing the positive and significant influence between academic culture on lecturer performance; (4) Testing and analyzing the positive and significant influence between spiritual leadership on lecturer performance; (5) Testing and analyzing the positive and significant influence between organizational behavior on lecturer performance. The research method is a combination of sequential explanatory models or designs. The research sample was 140 lecturers. The data analysis in this study used multiple linear regression statistical analysis using the Social Sciences Program Statistics version 20. The results of this study were: (1) The simultaneous regression hypothesis was the F_{count} of 254 and the Sig. shows that the probability value of 0.000 is smaller than 0.05, this means that the independent variables, namely lecturer competence, academic culture, spiritual leadership and organizational behavior simultaneously have a positive and significant effect on lecturer performance; (2) The value of $t_{\text{count}} 2.271 > t_{\text{table}} 1.978$ and the value of Sig. variable $X_2 0.025 < 0.05$, it can be concluded that the variable competence of lecturers has a significant positive effect on lecturer performance; (3) The value of $t_{\text{count}} -1.023 < t_{\text{table}} 1.978$, and the value of Sig. variable $X_3 0.308 > 0.05$, it can be concluded that the academic culture variable has an insignificant negative effect on lecturer performance; (4) The value of $t_{\text{count}} -1.115 < t_{\text{table}} 1.978$ and the value of Sig. variable $X_4 0.267 > 0.05$, it can be concluded that the spiritual leadership variable has an insignificant negative effect on lecturer performance; (5) The value of $t_{\text{count}} 16.896 > t_{\text{table}} 1.978$ and the value of Sig. variable $X_5 0.00 < 0.05$, it can be concluded that the variable organizational behavior has a significant positive effect on lecturer performance.

Keywords: Competence, Organizational Culture, Spiritual Leadership, Organizational Behavior, Lecturer Performance.

1. Introduction

Lecturers are human resources and are an important asset in higher education organizations, especially in the industrial era 4.0, this certainly requires an education system oriented in all fields by prioritizing modern and professional educational management. Therefore, human resources need to be managed properly, so that human resources are able to realize organizational goals, so that they are able to face global challenges and the demands of the dynamics of higher education organizations, where lecturers are expected to be able to realize the Tridharma of Higher Education, so as to improve the progress and quality of higher education. as an educational institution is the performance of lecturers in the field of Higher Education Tridharma.

The main task and function of a lecturer is a professional educator as well as a scientist, of course, a lecturer who has the academic ability according to his scientific background, has the motivation to produce works that can be beneficial to his environment, has the ability to write according to various required templates, has the ability to submit articles Reputable, alert and able to use a variety of cutting-edge product technologies in the field of education to be able to operate Mendeley, End Note, Zotero, applications for data analysis tools such as Statistics Product and Service Solutions (SPSS), Smart Partial Least Square (Smart PLS), Analysis Of Moment Structure (Amos), Econometric Views (Eviews), Linear Structural Relation (Lisrel), Non-Numerical Unstructured Data Indexing Searching and Theorizing 'in-vivo' (NVivo), and getting to know various tools plagiarism like Turnitin, Grammarly and others. These things are the result of the development of science and technology that must be followed by a lecturer.

Various efforts have been made by universities at this time, so as not to be outdated, especially the very rapid development of science, in line with the rapid development of information technology, of course, requires competencies that are able to adapt according to the needs of higher education development, academic culture needs to be developed by arousing the awareness of lecturers to carry out seriously, spiritual leadership by realizing the values contained in the Al-Quran in real life, so as to create maturity in organizational behavior to realize lecturers' performance on organizational behavior. All these things must be planned comprehensively and integrated.

Currently the competence of lecturers is the competence of higher education, and in fact there are 3 (three) universities with Islamic nuances in the City of Baubau, and according to data in the Higher Education Report Forum, they have not been able to compete with other universities in Indonesia, including in Southeast Sulawesi Province. The phenomenon that is experienced is because there are still many lecturers who do not understand their main function, because the performance shown is only teaching, and the performance of other dharmas does not give any value, or there are also those who have a culture that will later be promoted to a new level to complete the elements of tridharma, so it is not well prepared (interview with a lecturer at the Muhammadiyah University of Buton, namely Indah Kusuma Dewi, October 29, 2019). There were also lecturers who complained that lecturers received less attention in the form of acknowledgment of work results, were not given opportunities to advance the organization and were not given opportunities for achievement.

The progress of an organization must of course be supported by the quality of the performance of human resources, and for universities are lecturers, although other resources are available. A person can be said to have a good performance if someone does a good job. If the organization does not have quality human resources, it will have an impact on the resulting performance over time, because of the intense competition. Conversely, if an organization has good quality human resources, then the organization will progress rapidly in

competition, because it will provide optimal performance that has an impact on the quality desired by the organization.

Lecturer performance is a factor that gets the attention of every university, especially if there is an announcement of higher education rankings regarding research performance, community service and the overall performance of higher education in the form of clusters and for universities in Baubau City, of course it is not in accordance with the expectations. To aspire to, there is still a need for serious attention to lecturer performance and it needs to be motivated to have good performance, namely at least per lecturer to have scientific publications per year in national journals with ISSN accredited Sinta 1-6 or in international journals including reputable international journals indexed scopus, owns textbooks, has Intellectual Property Rights (IPR). If this is done by lecturers, it will improve the performance of higher education.

Lecturer performance is closely related to various factors such as inadequate competence of lecturers, weak organizational culture, low spiritual leadership and organizational behavior that is not suitable for improving lecturer performance. According to an interview with one of the lecturers on November 20, 2019, that is why lecturer performance is not satisfactory, this is because it is caused by inadequate facilities, lecturers' interest in writing is still lacking and leadership policies are not performance oriented.

Factors that can improve lecturer performance are the competencies of the lecturers. Usually the competencies possessed by lecturers can lead to high morale in completing their work, therefore it is necessary to provide provision/training to improve the competence of these lecturers. In fact, there are still many lecturers in the three universities with Islamic nuances in the city of Baubau who do not have the optimal competence to support the improvement of the lecturer's own performance. There are still some lecturers who have low competence, if it is reviewed from 4 (four) competencies as mandated by Law Number 14 of 2005 concerning Teachers and Lecturers, namely every lecturer is required to have pedagogical competence, so that lecturers are able to develop knowledge through lesson planning, teaching and learning activities and learning achievement. Lecturers are required to have professional competence in accordance with their field of expertise and skills. Lecturers are also required to have personality competencies in accordance with appropriate character and behavior in developing education and lecturers are required to have social competence to interact with all parties related to the educational process organized by private universities.

Evidence of the low competence of lecturers is that there are still many lecturers who have not been certified, and there are still many lecturers who only teach and do not implement the tridharma of higher education. This statement is supported by several previous studies that provide recommendations that competence affects satisfaction and performance, namely research by Cahya Fajar Budi Hartanto (2015) with a recommendation that competence has a positive and significant effect on lecturer performance.

Culture is the norms and values that direct the behavior of organizational members (Luthans, 1998 in Sri Sumarwinati and Sri Langgeng Ratnasari, 2019: 16). Everyone will behave in accordance with the prevailing culture in order to be accepted in their environment. Organizational culture is a pattern of basic assumptions made by certain groups when they learn to face problems of external adaptation and internal integration and are deemed to be running quite well, and are taught again to new members in dealing with various problems. (Ismail, 2008: 19 in Dian Rahmawaty, 2017: 279). Furthermore, Stephen P. Robbins (2008: 721) in Anwar Ikhsan (2016: 20) defines culture as a system of shared meanings adopted by members that differentiates organizations from other organizations.

It is very important about organizational culture and it must be realized that a good organization with good leadership must be accompanied and instilled in the values that are believed by every element of the organization, both superiors and subordinates, so these values must be taught to every generation, including existing generations need to be reminded continuously, as a basis for thinking and behaving in achieving organizational goals and objectives. Likewise with Islamic management such as Muhammadiyah Buton University, Buton Muslim University and the Islamic College of the Sultan Qaimuddin Baubau Islamic Education Foundation, Southeast Sulawesi or STAI YPIQ Baubau Southeast Sulawesi. The three tertiary institutions were developed with Islamic values and as the superiority of the higher education institutions that distinguished them from other universities, both in Baubau City and national and international universities.

According to Dahlan et al (2017: 35) that organizational culture is the way employees work in all things with reference to shared (collective) values and beliefs. The dimensions of organizational culture measured in this study are 1) innovation and risk taking, 2) attention to detail (precision), 3) result orientation 4) human organization orientation, 5) team orientation 6) aggressiveness, 7) stability. This is based on the theory of Stephen P. Robbins.

The influence of organizational culture and job satisfaction on lecturer performance has been reviewed by several previous researchers, namely Yeyen Suryani and Iyan Setiawan (2015) stated that simultaneously the variables of organizational culture and job satisfaction have a significant effect on lecturer performance. This research has the support of other researchers, namely Hermien Nugraheni, Supriyadi and Sadimin (2016) and Murtiadi Awaluddin (2016). that organizational culture variables affect lecturer satisfaction and performance, as well as research results from Meithiana Indrasari et al (2018) that culture organization, work environment, leadership style have a positive and significant effect on lecturer job satisfaction. Likewise, organizational culture, work environment, leadership style, job satisfaction have a positive and significant impact on lecturer performance. Meanwhile, Dahlan et al (2017) stated that organizational culture has no effect on employee performance through employee job satisfaction. Research by Dahlan et al is also supported by Edward S. Maabuat (2016) that organizational culture has a negative and insignificant effect on employee performance.

Leadership is a person's ability to dominate or influence other people or different societies towards achieving goals (Arep, 2002: 93 in Walda Isna Nisa 2018: 159). Leadership is the ability to influence others, in this case the subordinates so that they are willing and able to carry out certain activities even though they may not personally like it. (Nawawi Ismail Uha, 2015: 153).

Imamat or Islamic leadership is a concept that is contained in the Al-Qur'an and As-Sunnah, which covers all aspects of human life starting from individuals, families and even human beings or groups. This concept includes both the ways of leading and being led for the implementation of true Islamic teachings to ensure a better life, namely in this world and the hereafter as its goal. So that the characteristics that a leader must have in Islamic management are (Harahap Sunarji (2016: 256-257): a) Knowledgeable, creative, initiative, sensitive, generous, and always responsive in any case. This is contained in the letter Al Mujaadilah verse 11; b) Act fairly, honestly and consequently. Described in the letter An Nisa verse 58; c) To be responsible. Described in the Surah Al An'am verse 164; d) Be selective in choosing information. Described in the letter Al Hujurat paragraph 6; e) Give a warning. Described in the letter Adz-Dzariyat verse 55; f) Provide directions and direction. (Surah As-Sajdah: 24).

Chin Yi and Chin Fang (2012) leadership is one important factor to improve performance. Therefore, higher education leaders are always required to provide motivation to

lecturers to improve performance. Leadership based on spirituality, is not only about intelligence and leadership skills, but also upholds the values of truth, honesty, integrity, credibility, wisdom, compassion, trustworthiness, being able to communicate which shapes the morals and morals of oneself and others.

Spiritual leadership is leadership that prioritizes morality, sensitivity, mental balance, inner wealth and ethics in interacting with others (Danaiee, et al., 2011). Leadership Religion-based spirituality began to be developed by Maxwell in Tatic Mulyati (2015: 68) that Islamic-based spiritual leadership has values and main characters of shiddiq, amanah, tabligh and fathonah based on the reflection of the Prophet's character which is interpreted as honest, trustworthy, communication skills and intelligence. The application of spiritual leadership in higher education is expected to increase the motivation of the academic community.

Previous research that examines spiritual leadership, namely Yoiz Shofwa (2013: 1) states that spiritual leadership partially affects religious performance variables. This is different from what was found by Tatic Mulyati (2015: 66) that spiritual leadership has no effect on motivation or lecturer performance.

Lecturers should be able to develop organizational behavior that affects lecturer performance. Lecturers always show organizational behavior in accordance with the theory of organizational citizenship behavior or commonly known as the OCB theory of the Organ (1988). This theory is a theory of individual behavior that extra and explicitly affects the effectiveness of organizational functions according to the performance achieved.

In fact, there are still many lecturers who do not show good organizational behavior, such as lecturers who are still individual in completing various jobs, lecturers do not get support for work that is carried out according to their function, the work produced is not in accordance with expectations, adds to problems in the organization and is not sporting in advancing the organization. This organizational behavior has an unfavorable impact on lecturer performance.

It is hoped that organizational behavior can be practiced by lecturers to improve their performance even though in reality there are still many lecturers who have not been able to show good performance in developing the Tridharma of Higher Education. There are still many lecturers who have not developed their performance in the field of education, especially in various academic activities in the form of lectures, scientific lectures and scientific meetings. There are still many lecturers who have not been involved in the field of research, especially those related to personal research, collective research to obtain various funding grants and various scientific/journal research papers. There are still many lecturers who have not carried out the field of community service, especially those related to higher education service activities as well as real and professional lecture activities, including in the field of supporting activities such as participating in various regional, national and international forums.

Each lecturer should have played an important role in improving their performance in accordance with their contribution to the Tridharma of Higher Education. Lecturer performance is assessed by the amount of contribution of lecturers in carrying out activities in the fields of education, research, community service and supporting activities. This is in accordance with Law Number 20 of 2002 concerning the National Education System which supports the assessment of lecturer performance as the actualization of the application of the Tridharma of Higher Education.

In connection with this description, it can be explained that this research has been supported by the results of previous research, both research and theory, in the campus environment, in this case lecturers, and organizations outside campus, and some have become

research partners, of course. will be synchronized with the results of research in the field and this research is expected to be able to fill various gaps that exist, for the development of science and have novelty values.

Starting from the background, some of the main issues that need to be studied in depth are as follows: (1) Do lecturers' competence, academic culture, spiritual leadership and organizational behavior simultaneously have a positive and significant effect on lecturer performance? (2) Does lecturer competence have a positive and significant effect on lecturer performance? (3) Does academic culture have a positive and significant effect on lecturer performance? (4) Does spiritual leadership have a positive and significant effect on lecturer performance? (5) Does organizational behavior have a positive and significant effect on lecturer performance? The objectives to be achieved in this study are as follows: (1) Test and analyze the positive and significant influence between lecturer competence, academic culture, spiritual leadership and organizational behavior simultaneously on lecturer performance; (2) Testing and analyzing the positive and significant influence between lecturer competence on lecturer performance; (3) Testing and analyzing the positive and significant influence between academic culture on lecturer performance; (4) Testing and analyzing the positive and significant influence between spiritual leadership on lecturer performance; (5) Testing and analyzing the positive and significant influence between organizational behavior on lecturer performance.

2. Literature Review

2.1. Human Resource Management

Ardana, et al. (2012: 5) in Hardin, LM Mustari, and WODDP Sari (2019: 12) that human resources are the ability to do something, take advantage of opportunities and the ability to be able to free themselves from reported difficulties.

Human resource management (HRM) is an integral part of organizational management which focuses on the human element. This human element develops into a special field of science to study how to regulate the process of utilizing human resources effectively and efficiently to achieve certain goals and can provide satisfaction for all parties (Ardana, et al. 2012: 3).

Human resource management is a management field that studies the relationship and role of humans in an organization or company. The focus studied in HRM is on issues related to the human workforce. HRM is an approach to managing problems based on 3 (three) basic principles, namely:

1. Human resources are the most valuable and most important assets owned by an organization/company, because the success of an organization is largely determined by the human element. Humans act as planners, implementers and controllers of the realization of organizational/company goals. Besides that, there is not a single organization without humans in it who can move the organization/company.
2. Success is possible if the company's policies and regulations relating to human beings are interrelated and benefit all parties involved in the company. The parties that are indirectly involved are all external factors such as: suppliers, investors, customers, government and society.
3. Company culture and values as well as managerial behavior that originate from this culture will have a major influence on achieving the best results. Therefore, the corporate culture of the work ethic must be upheld continuously from the top leaders to the supervisors so that the culture can be accepted and obeyed (Ardana, 2012: 6).

2.2. Lecturer Competence

According to Kustiany (2019: 35) that competence needs to get attention from the leadership, especially those who handle Human Resources and the work environment in the form of security, welfare, comfort and welfare of Human Resources employees that need the attention of the leadership so that the assigned tasks can run well.

Based on Law Number 14 of 2005 concerning Teachers and Lecturers, it is explained that the Professionalism Standards for Educators are developed as a whole from 4 (four) main competencies, namely (1) pedagogical competence, (2) personality, (3) social, and (4) professional. The four competencies are integrated in the performance of educators.

Payong (2011: 17) states that competence is the ability a person has as a result of education or training, or certain informal learning experiences that are obtained, so that a person can carry out certain tasks satisfactorily.

The definition of competence is commensurate with performance. Competence can be said as a visible and tangible behavior that allows a person to do something to the fullest of his ability, which means that the dimensions in the above behavior are known as a group of specific behaviors, can be observed and can be verified and are reliable and logically can be grouped together. with performance. Therefore competency can simply replace the dimensions of performance but emphasize behaviors that lead to a performance level (Williams in Molefe, 2010).

Furthermore, Robin in Molefe, (2010) explains that there are seven dimensions of performance, namely: (1) competence in the field of knowledge being taught, (2) competence in making measurement procedures in the field being taught, (3) competence in making relationships with students, (4) competence in organizing teaching, (5) communication skills with students, colleagues and superiors, (6) ability to compile subject matter in accordance with the field of science being taught, (7) competence in making assignments which is beneficial for students.

In fact, lecturers also have activities that refer to research and community service, these activities require the ability to collaborate with other lecturers both from within the organization and outside the organization. This is in line with the competencies stated by Centrum voor Nashcholing Amsterdam (2010) which include competence in working with colleagues in internal and external organizations, competence in conducting research, and competence in pedagogy.

2.3. Organizational culture

According to Robbins and Judge (2007: 51) in Syamsudirman, Yurmain H. and Heryanto (2019: 231), organizational culture is the values, principles, traditions, and attitudes that influence the way organizational members act.

Organizational culture according to Robbins and Judge (2017: 355-356) refers to a system of sharing meaning carried out by members that distinguishes the organization from other organizations. The seven main characteristics that capture the essence of organizational culture are as follows: (1) Innovation and taking risks; (2) Pay attention to detail; (3) Orientation to results; (4) Orientation to people; (5) Team orientation; (6) Aggressiveness; (7) Stability.

Kreitner and Kinicki (2005: 87) in Soelistya, D. and Gamal A. (2019: 351) state that organizational culture has several types as follows: (1) constructive culture. A constructive culture is one in which employees are encouraged to interact with others and work on assignments and projects in a way that will help them meet their needs to grow and develop

this culture. This type of normative belief supports the attainment of goals of self-actualization, humane respect, and unity. (2) Passive defensive culture.

2.4. *Spiritual Leadership*

Etymologically, leadership comes from the basic word lead which means guide or guidance, so that there are two parties, namely the one led (the people) and the one who leads (the priest). After adding the prefix "pe" to "leader" (leader) means a person who influences other parties through a process of communication authority so that the other person acts something in achieving certain goals. And after adding the suffix "an" to "leadership" means the person in charge. When equipped with the prefix "to" to "leadership" means the ability and personality of a person to influence and persuade other parties to take action to achieve common goals, so that the person concerned becomes the beginning of the structure and center of the group process. So leadership is the ability to influence others to achieve organizational goals (Masrukin and Waridin, 2006 in Daft, 2012: 329).

Spiritual leadership is the same as leadership in general, but more leads to leadership based on religious rules. Tobroni (2005) in Anis Eliyana (2013: 5) defines spiritual leadership as leadership that brings the worldly dimension to the divine dimension. Hence, leadership spiritual based on religious ethics and spiritual intelligence as well based on faith and conscience.

According to Danaiee, et al., (2011) that spiritual leadership is leadership that prioritizes morality, sensitivity, mental balance, inner wealth and ethics in interacting with others. Religion-based spirituality began to be developed by Maxwell in Tatik Mulyati (2015: 68) that Islamic-based spiritual leadership has the main values and characters of shiddiq, amanah, tabligh and fathonah. On the reflection of the nature of the Prophet which is interpreted as honest, trustworthy, communication skills and intelligence. The application of spiritual leadership in higher education is expected to increase the motivation of the academic community.

According to Seshadri, et al., (2014) in Tatik Mulyati (20125: 68) the concept of spiritual leadership is elaborated by explaining related theories, referring to three research journals to explain the theory, namely: (1) Spiritual Leadership Theory (Fry, 2013) which defines spiritual leadership as a combination of values, attitudes and behaviors that are needed intrinsically to motivate one another so that they have a feeling of spiritual endurance through calling and membership, (2) Measurement in Spiritual Leadership (Sendjaya, 2007) develops dimensional measurements in the concept of spiritual leadership and establish four main attributes, namely: religiousness, interconnectedness, sense of mission, and wholeness (holistic mindset), (3) Business Organization Performance (Fry and Matherly, 2005) conducted exploratory research to test the causal model of Spiritual Leadership Theory and its implications for organizational performance. Three dimensions of spiritual leadership (vision, altruistic love, hope/faith), two spiritual dimensions of survival/well being (meaning/calling and membership) and organizational commitment.

2.5. *Organizational Behavior (Organization Citizenship Behavior-OCB)*

Podsakoff et al. (1998) in Triana Fitriastuti (2013: 106-107) defines OCB into five aspects that can help organizations improve employee performance, namely (a) Conscientiousness, meaning that employees have in-role behavior that meets levels above the minimum standard required; (b) Altruism, meaning the willingness to provide assistance to other parties; (c) Civic virtue, which means active employee participation in thinking about organizational life, for example, always looking for the latest information that supports the progress of the

organization; (d) Sportmanship, meaning that it emphasizes the positive aspects of the organization rather than negative aspects, indicates displeasing protest behavior, does not complain, and does not raise small problems; (e) Courtesy, which means doing kindness and respect for others, including behavior such as helping someone to prevent a problem from occurring or to take steps to reduce the development of a problem.

Gita and Diah (2012: 346) explain that there are several factors that cause OCB to arise in a company, including: 1) Job satisfaction; 2) Culture and organizational climate; 3) Personality and mood (mood; 4) Perception of the quality of the interaction between superiors and subordinates; 5) The period of service; 6) Gender.

2.6. Lecturer Performance

Ivancevich (2010: 229) in Frastian, Katarina and Heryati, (2018: 242). said performance is the achievement of employee work results within a certain period of time to achieve organizational goals. Meanwhile, lecturer performance is the result of performance achieved by a lecturer, in accordance with the responsibilities of each lecturer in order to achieve educational goals legally, does not violate the law and is in accordance with norms or ethics. Lecturers are required to be able to show good performance. Improving lecturer performance requires several things such as high motivation, adequate competence, good leadership and a work environment that supports lecturers to be able to improve their performance. In this regard, the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers also requires that lecturers must have a functional position at least as Expert Assistant. In general, it turns out that there are still some lecturers who do not yet have functional positions, even though functional positions are one of the teaching requirements (Zahraini: 2014: 352).

According to Whittaker in Sedarmayanti (2014: 195), performance measurement is used to assess the achievement of goals and objectives. The performance measurement system usually consists of a systematic method of setting goals and objectives and periodic reporting that indicates the realization of the achievement of the objectives. Likewise, performance measurement is used to assess the success or failure of implementing activities or programs or policies in accordance with the goals and objectives that have been set in order to realize the mission and vision of the organization.

In achieving the goals of higher education, the role of lecturers in carrying out the learning process in higher education is very important, because lecturers are one of the main pillars that determine the development of the educational process in tertiary institutions. In order to improve the quality of lecturers in Indonesia, the government made a policy to hold lecturer certification where the consequence that arises is that there is an obligation for lecturers to carry out all duties included in the tri dharma of higher education, with this obligation, lecturers will get incentives that have been determined by the government (Hasanati , 2017: 2).

In an effort to improve lecturer performance, a lecturer performance appraisal system is needed that can measure whether the lecturers have met the standards required by educational institutions. The results of the lecturer performance appraisal system become evaluation materials for management in relation to decisions in efforts to improve lecturer performance.

The measure of a good lecturer performance is determined by the achievement of each component in the indicators of academic, research and community service. The accuracy of the fulfillment of each component in these indicators depends on the understanding and ability of the lecturer in translating their duties and responsibilities in their daily work. The three indicators become a unity which cannot be separated. Their fulfillment must be

comprehensive. Performance is the work achieved by a lecturer in carrying out his duties in accordance with the given responsibilities to her. Besides that, not only as a result of work, but also about how the work process goes. So that performance can be defined as the process of doing work and the results of the work achieved from that work (Zain and Yuliana, 2017: 113).

2.7. Framework and Hypothesis

The conceptual framework scheme in this study can be seen in Figure 1

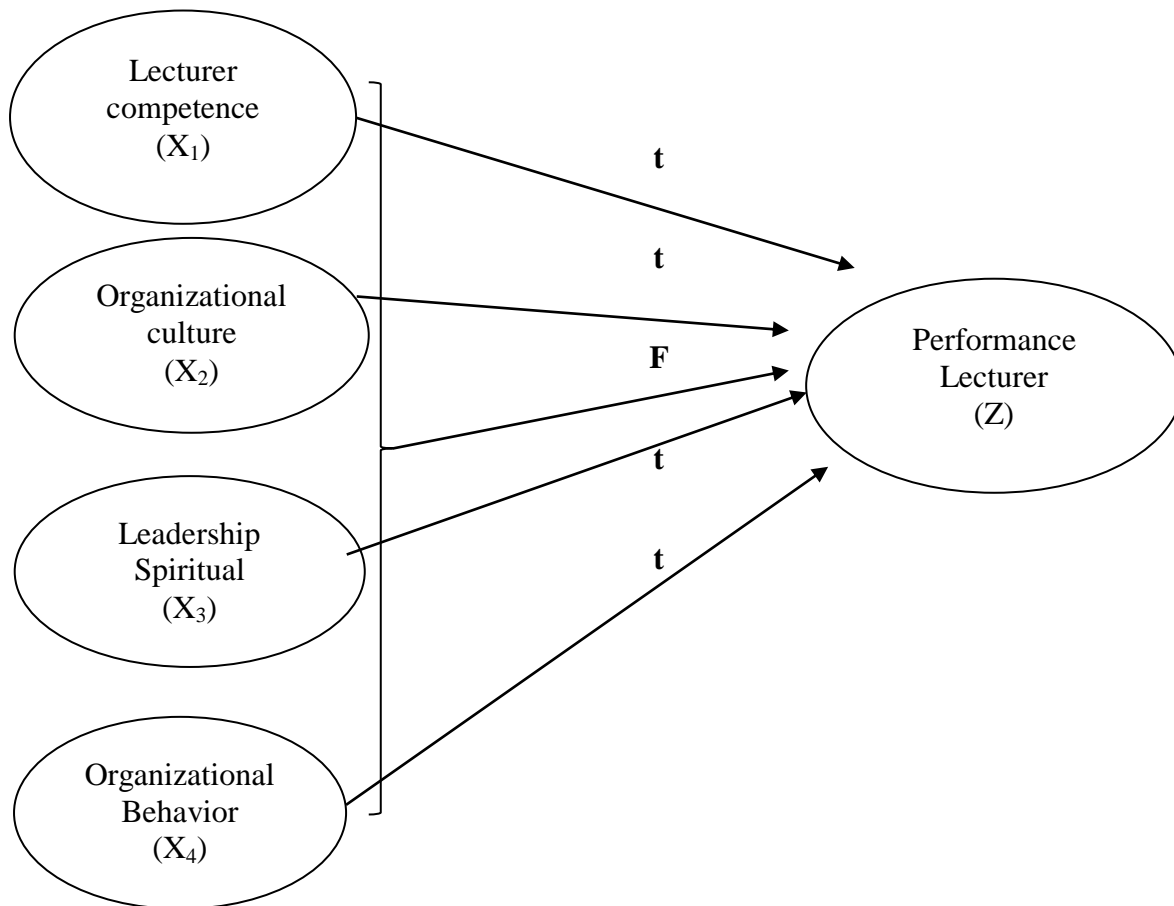


Figure 1. Theoretical Framework

Based on a theoretical framework, the hypothesis is:

- H₁: Lecturer competence, academic culture, spiritual leadership and organizational behavior simultaneously have a positive and significant effect on lecturer performance.
- H₂: Lecturer competence has a positive and significant effect on lecturer performance.
- H₃: Organizational culture has a positive and significant effect on lecturer performance.
- H₄: Spiritual leadership has a positive and significant effect on lecturer performance.
- H₅: Organizational behavior has a positive and significant effect on lecturer performance.

3. Methodology

3.1. Research Approach

This research uses a combination research method or a sequential explanatory design. According to Sugiyono (2015: 486) sequential explanatory research is a combination research

method that combines quantitative and qualitative research methods sequentially, where in the first stage the research is carried out using quantitative methods and in the second stage is carried out by qualitative methods. Quantitative methods play a role in obtaining measurable quantitative data that can be descriptive, comparative and associative, and qualitative methods play a role in proving, deepening, expanding, weakening and invalidating quantitative data that has been obtained at an early stage.

3.2. Location and Time of Research

The location of this research is 3 (three) universities in Baubau City, and the research time is from January to February 2020.

3.3. Population and Sampling Techniques

Population according to Ferdinand A. (2014: 171) is a combination of all elements in the form of events, things or people that have similar characteristics that are the center of a researcher's attention because it is seen as a research universe. In this study, the population was all university lecturers in Baubau City based on data from the Higher Education Report Forum (Forlab Dikti) for 3 (three) tertiary institutions in the form of universities and colleges, with an active status of 215 people. For more details, see Table 1.

Table 1. Data for Higher Education Lecturers in Baubau City Based on the 2019 Higher Education Forlab

No	College Code	Name of College	Number of Lecturers
1.	091032	Universitas Muhammadiyah Buton	155
2.	091062	Buton Muslim University	36
3.	213355	STAI YPIQ Baubau Southeast Sulawesi	24
	total		215

Source: Higher Education Report Forum 2019

In determining the number of samples from the population, the Slovin formula in Wati (2018: 93) is used as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = Sample size

N = Population size (215 people)

e = The sampling error rate is 5% (0.05)

Based on the Slovin formulation, the minimum number of samples that must be taken is:

$$n = \frac{215}{1 + 215 \cdot (0,05)^2}$$

= 139.8374 or 140 lecturers were assigned as samples

Furthermore, Wati (2018: 90) states that the sampling technique is a method or method used to determine the number and members of the sample. Each member is, of course, a representative of the population that is selected after being grouped based on similarity of characters. The sampling technique used must also be tailored to the objectives of the study.

The sampling method can be broadly grouped into 2 (two) groups, namely probability sampling and nonprobability sampling.

As for probability sampling, according to Sugiyono in (Wati 2018: 91) is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample. Meanwhile, nonprobability sampling is a technique that does not provide equal opportunities/opportunities for each element or member of the population to be selected as samples.

Based on this statement, the sampling technique used was probability sampling, namely proportionate stratified random sampling. According to Wati (2018: 91) that proportionate stratified random sampling is usually used in populations that have stratified or multilayered arrangements. This technique is used when the population has members / elements that are not homogeneous and proportionally stratified. If the number of samples is equalized for each stratum, this method is called disproportionate stratified random sampling, whereas if it is adjusted for the proportion of strata in the population it is called proportionate stratified random sampling.

The method of determining the stratified sample is by first determining the proportion of the sample to the population, in this study the proportion is 65.12% then this proportion is multiplied by the number of lecturers at each college at each stratum. Then randomly select members of the sample for each stratum (simple random sampling). According to Kerlinger (2006) in Wati (2018: 91), simple random sampling is a method of withdrawing from a population in a certain way so that each member of the population has an equal chance of being selected or taken. Simple random sampling is a technique for obtaining samples that are directly carried out at each university by way of a lottery. The sample size for each university can be seen in Table 2.

Table 2. Size of Sample Members at Tertiary Education Institutions in Baubau City

No	Name of College	Number of Lecturers	Sample Size	Rounded Sample Size
1.	Universitas Muhammadiyah Buton	155	$(140/215) \times 155 = 100,93$	101
2.	Universitas Muslim Buton	36	$(140/215) \times 36 = 23,44$	23
3.	STAI YPIQ Baubau Sulawesi Tenggara	24	$(140/215) \times 24 = 15,63$	16
	Total	584		140

Source: Higher Education Report Forum Year and Analysis Results

Table 2 shows that the determination of the sample size is rounded off and each university is adjusted according to the proportion of its strata, so that the total number to be studied is 140 people.

3.4. Data Analysis Method

Data analysis in this study used multiple linear regression statistical analysis using the Social Sciences Program Statistics version 20

4. Results and Discussion

4.1. Research Result

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.940 ^a	.883	.879	.14985

a. Predictors: (Constant), Organizational Behavior, Competence, Academic Culture, Spiritual Leadership.

b. Dependent Variable: Lecturer Performance

1. Analysis of Model Summary Tables

a. R or Multiple R

Shows the correlation between the independent variable and the dependent variable (not free). In this case because of multiple linear regression it is said that the multiple correlation between variables X variabel, X₂, X₃ and X₄ to variable Y is 0.940.

b. R Square

The coefficient of determination which shows the direct effect of variables X₁, X₂, X₃ and X₄ on variable Y which is expressed as a percentage. The coefficient of determination 0.883 means that the variables X₁, X₂, X₃ and X₄ directly affect variable Y by 88.3% while (100-88.3)% = 11.7% are influenced by other factors outside the variables X₁, X₂, X₃ and X₄.

c. Adjusted R Square

Adjusted R Square is the coefficient of determination which has been corrected by the number of variables and the sample size so that it can reduce the element of bias in the event of additional variables. Adjusted R Square of 0.879 means that the variation of variable Y can be explained by variables X₁, X₂, X₃ and X₄ of 87.9% or variables X₁, X₂, X₃ and X₄ affect variable Y by 87.9%.

d. Error of the Estimate

Std. Error of the Estimate shows the deviation between the regression equation and the real dependent value of 0.14985 units of the dependent variable (if the Y variable is in units, the amount of deviation is 0.14985 units). The smaller the value of Std. Error of the Estimate, the better the regression equation is as a prediction tool. In general, S.E<Std. There is also a deviation which states S.E<4.00.

Table 4. ANOVA (F test)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	22.815	4	5.704	254.000	.000 ^b
Residual	3.032	135	.022		
Total	25.846	139			

a. Dependent Variable: Lecturer Performance.

b. Predictors: (Constant), Organizational Behavior, Competence, Academic Culture, Spiritual Leadership.

2. ANOVA Table Analysis

a. Sum of Square Regression

Sum of Square Regression (SSReg) is a value that shows the sum of the squares of the difference between the predicted value and the predicted average value of 22.815.

b. Residual Sum of Square

Sum of Square Residual (SSRes) is a value that shows the sum of squares of the difference between the predicted real values of 3.032

c. Sum of Square Total

Sum of Square Total (SSSum) is a value that shows the sum of the squares of the difference between the real value and the real Y average value of 25,846.

- d. df Regression
df Regression is formulated with $k-1$ where k is the number of variables. Where $k = 5$ then $df = 5-1 = 4$
- e. Residual df
Residual df is formulated $n-k$ with n number of samples (respondents) and k number of variables. $n = 140$ and $k = 5$, then $df = 140 - 5 = 135$
- f. df Total
df Total formulated $n-1$ with n number of samples (respondents). Where $n = 140$, then $df = 140-1 = 139$
- g. Mean Square Regression
Mean Square Regression (MSReg) is obtained from the comparison between Sum of Square Regression and df Regression or $22.815/4$ so the result is 5.704.
- h. Mean Square Residual
Mean Square Residual (MSRes) is obtained from the comparison between the Sum of Square Residuals and the Residual df or $3.032/135 = 0.022$.
- i. F count
F count is obtained from the comparison between Mean Square Regression with Mean Square Residual or $5.70375/0.0224592592592593 = 253.9598449868069$ or 254.
- j. Sig.
Sig. is a value that indicates the point of error that occurs if the F-count is 254. It turns out that the error rate or probability is 0,000, which means it is smaller than 0.05. So it can be concluded that the independent variable is simultaneously able to explain changes in the dependent variable, or the model is declared suitable or fit.

Table 5. Coefficients (t test)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.449	.130		3.444	.001		
1 Competence	.094	.042	.116	2.271	.025	.330	3.027
Academic Culture	-.035	.034	-.050	-1.023	.308	.357	2.798
Spiritual Leadership	-.048	.043	-.056	-1.115	.267	.342	2.923
Organizational Behavior	.911	.054	.931	16.896	.000	.286	3.495

a. Dependent Variable: Lecturer Performance.

The multiple regression equation based on table 5 is:

$$\text{Multiple regression equation: } \hat{Y} = 0.449 + 0.094X_1 - 0.035X_2 - 0.048X_3 + 0.911X_4$$

3. Coefficientsa Table Analysis

a. Unstandardize Coefficients (Constant)

Unstandardize Coefficients (Constant) is a regression constant denoted by a , which implies that if there is no change in variable X ($X = 0$) then the variable has no added value where the value is Constant, namely $a = 0.449$.

b. Unstandardize Coefficients Variable X_1

- Unstandardized coefficients variable X_1 (Competence) is the slope or coefficient of regression direction b , which means that if the variable X_1 has an increase of 1 unit, then the variable Y will increase by 0.094.
- c. Unstandardize Coefficients Variable X_2
Unstandardized Coefficients variable X_2 (Academic Culture) is the slope or coefficient of regression direction b , which means that if the variable X_2 increases by 1 unit, then the Y variable will increase by -0.035.
- d. Unstandardize Coefficients Variable X_3
Unstandardized Coefficients variable X_3 (Spiritual Leadership) is the slope or coefficient of regression direction b , which means that if the X_3 variable increases by 1 unit, then the Y variable will increase by -0.048.
- e. Unstandardize Coefficients Variable X_4
Unstandardized coefficients variable X_4 (Organizational Behavior) is the slope or coefficient of regression direction b , which means that if the X_4 variable increases by 1 unit, then the Y variable will increase by 0.911.
- f. Standard Error (Constant)
Standard Error (Constant) is a deviation from a constant in the regression equation model of 0.130.
- g. Variable error X_1
Std. Variable error X_1 (Competence) shows the deviation of the regression coefficient for variable X_1 . The smaller the deviation in the regression coefficient, the more meaningful the contribution of variable X_1 to variable Y is 0.042.
- h. Variable error X_2
Std. Error Variable X_2 (Academic Culture) shows the deviation of the regression coefficient for variable X . The smaller the deviation in the regression coefficient, the more meaningful the contribution of variable X_2 to variable Y is 0.034.
- i. Variable Error X_3
Std. Error Variable X_3 (Spiritual Leadership) shows the deviation of the regression coefficient of variable X_3 . The smaller the deviation in the regression coefficient, the more meaningful the contribution of variable X_3 to variable Y is 0.043.
- k. Variable Error X_4
Std. Error Variable X_4 (Organizational Behavior) shows the deviation of the regression coefficient of variable X_4 . The smaller the deviation in the regression coefficient, the more meaningful the contribution of variable X_4 to variable Y is 0.054
- l. Standardized Coefficients (Beta) Variable X_1
Standardized Coefficients (Beta) variable X_1 is the path coefficient or regression coefficient but all variables have been transformed into standardized form of 0.116.
- m. Standardized Coefficients (Beta) Variable X_2
Standardized Coefficients (Beta) variable X_2 is the path coefficient or regression coefficient but all variables have been transformed into standardized form of -0.050
- n. Standardized Coefficients (Beta) Variable X_3
Standardized Coefficients (Beta) variable X_3 is the path coefficient or regression coefficient but all variables have been transformed into standardized form of -0.056.
- o. Standardized Coefficients (Beta) Variable X_4
Standardized Coefficients (Beta) variable X_4 is the path coefficient or regression coefficient but all variables have been transformed into standardized form of 0.931.
- p. t-Constant

t-Constant is used to determine whether the significance of the intercept (regression constant) but the value of the intercept is usually not tested. What was tested was the t-stat value of the regression coefficient

q. t-variable X_1

t-variable X_1 is a comparison between Unstandardized Coefficients variable X_1 with Std. Error Variable X_2 , is used to determine the significance of variable X_2 . If the value is greater than the t-table value with df: α , $(n-k-1)$ then the variable has a significant effect on the dependent variable. With df: α , $(n-k-1)$ or 0.05 $(140-5-1)$, the t-table value is 1.978. Because the value of t count $2.271 > t$ table (1.978), it can be concluded that the variable X_1 has a significant positive effect on variable Y

r. t-variable X_2

t-variable X_2 is a comparison between Unstandardized Coefficients of variable X_2 and Std. Error Variable X_2 , is used to determine the significance of variable X_3 . If the value is greater than the t-table value with df: α , $(n-k-1)$ then the variable has a significant effect on the dependent variable. With df: α , $(n-k-1)$ or 0.05 $(140-5-1)$, the t-table value is 1.978. Because the value of tcount $-1.023 < t$ table (1.978), it can be concluded that the variable X_2 has a negative and insignificant effect on variable Y

s. t-variable X_3

t-variable X_3 is a comparison between Unstandardize Coefficients variable X_3 with Std. Variable error X_3 , is used to determine the significance of variable X_3 . If the value is greater than the t-table value with df: α , $(n-k-1)$ then the variable has a significant effect on the dependent variable. With df: α , $(n-k-1)$ or 0.05 $(140-5-1)$, the t-table value is 1.978. Because the value of tcount $-1.115 < t$ table (1.978), it can be concluded that the variable X_3 has an insignificant negative effect on variable Y

t. t-variable X_4

t-variable X_4 is a comparison between Unstandardized Coefficients of variable X_4 with Std. Variable error X_4 is used to determine the significance of variable X_4 . If the value is greater than the t-table value with df: α , $(n-k-1)$ then the variable has a significant effect on the dependent variable. With df: α , $(n-k-1)$ or 0.05 $(140-5-1)$, the t-table value is 1.978. Because the value of t count is $16.896 > t$ table (1.978), it can be concluded that the variable X_4 has a significant positive effect on variable Y

u. (Constant)

Sig. (Constant) is a number that indicates the level of error in the intercept t-stat value obtained by 3.444. If the intercept t-stat value gets bigger, then the error value is Sig. will get smaller. If the value is Sig. smaller than α (0.05), it is said to be significant. In the output above, it turns out that Sig. $0.001 < 0.05$ so that Constant is significant. However, in regression analysis this is not analyzed, because what is more important is the significance of the independent variable so that if it is obtained Sig. (Constant) insignificant can be ignored or does not affect the actual analysis.

v. Variable X_1

Sig. The variable X_1 is a number that shows the level of error in the tcount X_1 obtained 2.271. If the value of t-variable X_1 is greater, the error value is Sig. will get smaller. Because the Sig. variable X_1 $(0.025) < (0.05)$ with a positive coefficient direction, it can be concluded that variable X_1 has a significant positive effect on variable Y.

w. Variable X_2

Sig. The variable X_2 is a number that shows the level of error in the tcount X_2 obtained by -1.023. If the value of t-variable X is greater, the error value is Sig. will get smaller.

Because the Sig. variable X_1 ($0.308 > 0.05$) with a negative coefficient direction, it can be concluded that variable X_2 has a negative and insignificant effect on variable Y.

x. Variable X_3

Sig. The variable X_3 is a number that shows the level of error at the tcount X_3 obtained at -1.115. If the value of t-variable X is greater, the error value is Sig. will get smaller. Because the Sig. variable X_1 ($0.267 > 0.05$) with a negative coefficient direction, it can be concluded that variable X_3 has a negative and insignificant effect on variable Y.

y. Variable X_4

Sig. The variable X_4 is a number that shows the level of error in the tcount X_4 obtained by 16,896. If the value of t-variable X_1 is greater, the error value is Sig. will get smaller. Because the Sig. variable X_1 ($0.00 < 0.05$) with a positive coefficient direction, it can be concluded that variable X_4 has a significant positive effect on variable Y.

4.2. Discussion

H_1 : Lecturer competence, academic culture, spiritual leadership and organizational behavior simultaneously have a positive and significant effect on lecturer performance.

Sig value. $0.000 < 0.05$ and the calculated F is 254. If the calculated F value is greater than the F-table value by first determining df_1 ($N_1 = k - 1$), and df_2 ($N_2 = n - k$) where k is the number of variables (free + bound) and n is the number of observations/samples forming the regression, then $N_1 = 5 - 1 = 4$ and $N_2 = 140 - 5 = 135$, so that the F-table value is 2.44. Because the value of F count $254 > F$ table (2.44), it can be concluded that the independent variables simultaneously have a positive and significant effect on the dependent variable, or the model is declared fit or fit. So if we look together for independent variables such as competence, both pedagogical competence, personality, professional competence and social competence, the second variable is academic culture in the form of facilities, management organization, curriculum and results orientation, the third variable is spiritual leadership such as honest, can trusted, conveyed and intelligent, the fourth variable is organizational behavior, namely altruism, awareness, sporting attitudes, civil policy, and honor while the dependent variable in the form of lecturer performance is related to education and teaching, research, community service and supporting elements. It means that hypothesis 1 is accepted.

This fact is certainly inseparable from the commitment of each university to improve higher education performance even though there are universities that are still new such as Buton Muslim University and in general, the average of the universities studied remains focused on quality culture by carrying out the tridharma of higher education. There is one college that runs dharma tertiary chess, namely the University of Muhammadiyah Buton in the form of Al Islam and Kemuhammadiyah, moreover the three universities studied are universities with a foundation of Islam.

Evidence of the seriousness of the three tertiary institutions in realizing a quality culture is by increasing human resources, both lecturers and employees, for lecturers by taking undergraduate education or doctoral programs, academic promotion, attending seminars, workshops, conference workshops, and talk shows, participating in and carrying out research. and community service, both self-funding, sourced from the campus, funds from the local government as well as funds from the Ministry of Research and Technology who is concurrently the Head of the Indonesian Research and Innovation Agency and the Ministry of Education and Culture. Besides that, the lecturers also have innovative products and publish the results of their research and community service in accredited national and international journals, books, Intellectual Property Rights, in the mass media. So lecturers are considered to fully understand their duties and responsibilities.

H₂: Lecturer competence has a positive and significant effect on lecturer performance.

If the t-count value in the competency culture is greater than the t-table value with df: α , (n-k-1) then this variable has a significant effect on the dependent variable. With df: α , (n-k-1) or 0.05 (140-5-1), the t-table value is 1.978. Because the value of t count $2.271 > t$ table (1.978) and the value of Sig. variable X_1 (0.025) $< (0.05)$, it can be concluded that the competency variable (X_1) has a significant positive effect on variable Y. It means that hypothesis 2 is accepted. So the four competency categories, both pedagogical competence, personal competence, professional competence and social competence, are good categories, this should be maintained and even improved so that the academic culture can be realized properly in the three universities, and if it goes well, then tertiary institutions, will be able to compete with any university and public trust will be very high and the community will entrust their children to be educated at the tertiary institution.

H₃: Academic culture has a positive and significant effect on lecturer performance.

If the t-count value in academic culture is greater than the t-table value with df: α , (n-k-1) then this variable has a significant effect on the dependent variable. With df: α , (n-k-1) or 0.05 (140-5-1), the t-table value is 1.978. Because the value of t count $-1.023 < t$ table (1.978), and the value of Sig. variable X_2 (0.308) $> (0.05)$, it can be concluded that the academic culture variable (X_2) has an insignificant negative effect on variable Y, so hypothesis 3 is not accepted. So in terms of facilities (in the form of facilities and infrastructure, organizational management, curriculum and results orientation are still lacking, both the supporting infrastructure for research and community service, as well as facilities and infrastructure that support the teaching and learning process, because lecturers must prepare themselves transparently, the focus is because of the campus. not preparing this in the classroom, of course the lecturer will experience fatigue when teaching, even organizational management is not going well because there are still many supporting rules that do not exist, moreover the division of main tasks and functions is unclear, namely who does what is still unclear There are lecturers who do not practice 2 principles, namely the dharma of research and community service and do not receive a warning from higher education leaders.

The existing curriculum does not respond to global challenges and market demands, because many are designed only in concept and lack implementation, so that many lecturers feel less optimal in the teaching and learning process which has an impact on students who are less able to compete in the world of work (less absorbed in working world). The results obtained are still very lacking, both innovation products, writing in accredited national journals and in reputable journals and books as well as in the mass media including almost non-existent intellectual property rights in the form of patents

H₄: Spiritual leadership has a positive and significant effect on lecturer performance.

If the value is greater than the t-table value with df: α , (n-k-1) then the variable has a significant effect on the dependent variable. With df: α , (n-k-1) or 0.05 (140-5-1), the t-table value is 1.978. Because the value of t count $-1.115 < t$ table (1.978) and the value of Sig. variable X_3 (0.267) $> (0.05)$, it can be concluded that the spiritual leadership variable (X_3) has an insignificant negative effect on variable Y, so hypothesis 4 is not accepted. Although the three universities studied have a higher education background with Islamic nuances, this does not affect the performance of lecturers, due to the lack of understanding of the values of spiritual leadership in increasing the responsibility of lecturers as developers of higher education tridharma, so so far in general, lecturers are only dominant. teaching and not carrying out the dharma of research and community service as the main support in the success of the teaching and learning process in class with students, besides that the leadership does not carry out spiritual leadership, namely honest, trustworthy, conveying and intelligent.

If this honest attitude is carried out properly, of course the lecturers in making their works will not make plagiarism, as well as mandate, if this is carried out by leaders and lecturers in tertiary institutions, it will give birth to high quality tridharma products of higher education. and it can be accounted for, if there is good communication between leaders and lecturers, then the lecturers will be encouraged to improve their quality, so those who have not been in level 3 are ordered to continue to the doctoral program, the lecturers are motivated to submit proposals to funding sources there are such as campus funds, funds from local governments and funds from the Ministry. Smart will of course be formed on the basis of research and community service, so that what is given to students will be more meaningful.

H₅: Organizational behavior has a positive and significant effect on lecturer performance.

If the value is greater than the t-table value with df: α , (n-k-1) then the variable has a significant effect on the dependent variable. With df: α , (n-k-1) or 0.05 (140-5-1), the t-table value is 1.978. Because the value of t count $16.896 > t$ table (1.978) and the value of Sig. variable X₄ (0.00) $< (0.05)$, it can be concluded that the organizational behavior variable (X₄) has a significant positive effect on variable Y, so hypothesis 5 is accepted. This is due to the emergence of awareness from the lecturers themselves to develop themselves to be successful in carrying out the duties of their lecturers, with their own awareness of participating in scientific forums, collaborating with other lecturers in producing research work and community service, incorporated in the field of scientific studies owned, actively seeking information that can support his career.

5. Conclusion

Based on the research objectives and the results and discussion that have been described, it can be concluded as follows: (1) The simultaneous regression hypothesis is the value of F count 254 and the value of Sig. shows that the probability value of 0.000 is smaller than 0.05, this means that the independent variables, namely lecturer competence, academic culture, spiritual leadership and organizational behavior simultaneously have a positive and significant effect on lecturer performance; (2) The value of t count $2.271 > t$ table (1.978) and the value of Sig. variable X₂ (0.025) $< (0.05)$, it can be concluded that the variable competence of lecturers has a significant positive effect on lecturer performance; (3) The value of t count $-1.023 < t$ table (1.978), and the value of Sig. variable X₃ (0.308) $> (0.05)$, it can be concluded that the academic culture variable has an insignificant negative effect on lecturer performance; (4) The value of t count $-1.115 < t$ table (1.978) and the value of Sig. variable X₄ (0.267) $> (0.05)$, it can be concluded that the spiritual leadership variable has an insignificant negative effect on lecturer performance; (5) The value of t count $16.896 > t$ table (1.978) and the value of Sig. variable X₅ (0.00) $< (0.05)$, it can be concluded that the variable organizational behavior has a significant positive effect on lecturer performance.

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