EFFECT OF ORGANIZATION CULTURE, MOTIVATION AND JOB SATISFACTION TOWARD PERFORMANCE OF LECTURESOF INDRAGIRI ISLAMIC UNIVERSITY TEMBILANAN

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Abstract:

Purpose -The purpose of this research is to reveal and analyze the influence between organizational culture and motivation on performance through job satisfaction of lecturer of Indragiri Islamic University Tembilahan.

Design/methodology/approach -This research uses quantitative method, with the aim to analyze the performance of 98 lecturers conducted on 6 (six) faculty and 16 (sixteen) Study Program with object objectives are organizational culture, motivation, job satisfaction and lecturer performance. Data collection techniques used in this study is a questionnaire, namely data collection techniques by distributing a list of questions (questionnaires). To test the research hypothesis using data analysis technique that is Structural Equation Model-Partial Least Square. Data analysis in this research is done by modeling of WarpPLS structural equation.

Findings - Based on the results of the analysis, the conclusion of this study is organizational culture has an insignificant positive effect on job satisfaction. On the other hand, organizational culture has a significant positive effect on lecturer performance. Motivation has a positive and significant influence on job satisfaction and performance Job satisfaction has a significant positive effect on performance. Organizational culture can not affect performance through job satisfaction, while job satisfaction is able to mediate the influence of motivation on performance.

Originality/value - The originality of this research is evident from the data analysis in this study was conducted by modeling of WarpPLS structural equations which are rarely used specifically for testing relationships among variables, as well as study sites that have never raised the same model.

Keywords: Organization culture, Motivation, Job satisfaction, Performance, Quantitative method

1. Introduction

Indragiri Islamic University is a college that carries out academic education process that aims to prepare its students to become members of the community who have academic ability in applying,

developing, or enriching the treasures of science, technology and or art, and disseminating and striving for its use to improve the living standard of the society and enriching the national culture.

In the implementation, and associated with the factual circumstances in the environment of Islamic University Indragiri Tembilahan of the process of implementation of the Tri Dharma, it was reported that, taken from the college report from March to September 2016, a number of lectures had decided to resign (exit response). The number of lecturers in March 2016 amounted to 102 lecturers while in September 2016 amounted to 98 lecturers. Exit response means that one quits from the organization, whether to achieve new position or purely to resign. Exit response is one of the impacts of satisfied or dissatisfied employees.

Taking the factual data into account is highly important to any organization, especially Indragiri Islamic University, to ensure consistently develop and maintain a loyal, committed and capable workforce. Employees expect satisfaction with the work they do by a good organizational culture as well as the organization needs to pay attention to their motivation which consequently determines their will to continue the work within the organization.

In the implementation of the Tri Darma, Lecturers of Indragiri Islamic University have the duty and responsibility to conduct education, research, and community service, and in performing their duties and responsibilities, lecturers are being assessed their performance every academic year (annually), based on data of performance appraisal conducted by Internal Quality Assurance Institute. In the academic year of 2015/2016, the performance of the lectures is still considered as low, from 102 permanent lecturers only 15 lecturers performing very well, 47 performing well, 32 lecturers with enough performance and 8 lecturers underperforming. What lies behind the low performance of lecturers is certainly very diverse. Yet, the proof of the data presented remains a problem for a university.

Based on previous research, Motivation Factors can affect performance, motivation is a process that explains the strength, direction, and persistence of a person in achieving goals (Robin, 2006), the best known motivational theory is the theory of hierarchy necessity of Abraham Maslow. Maslow hypothesized that in every human being there is a hierarchy of five needs. This means that the work motivation of lecturers at Indragiri Islamic University can also be seen by looking at how the hierarchy of five needs of the lecturers are fulfilled. Although there is no fully satisfied need, a basically already fulfilled need is no longer motivating. That way, as every lecturer's needs are basically fulfilled, the next need becomes dominant. Previous research conducted by Syahalam et al (2013) The result of motivation variable, significant influence on the performance of lecturer of Poltekkes Kemenkes Bengkulu certification. Based on the above background, the purpose of this research is to reveal and analyze the influence between organizational culture and motivation on performance through job satisfaction of lecturer of Indragiri Islamic University Tembilahan. The originality of this research is evident from the data analysis in this study was conducted by modeling of WarplS structural equations which are rarely used specifically for testing relationships among variables, as well as study sites that have never raised the same model.

2. Theoretical Review

Organizational Culture refers to a shared system of meaning shared by members of an organization that differentiate the organization from other organizations. O'Reilly in Ananto (2015) states that organizational culture including: innovation and risk taking, attention to details, result orientation, people orientation, team orientation, aggressiveness, steadiness. In accordance to the opinion of Tika (2014) organizational culture is part of the curriculum of Human Resource Management and organizational theory. The organizational culture in MSDM, found in assessing behavioral aspects.

Motivation is a set of attitudes and value values that influence individuals to achieve specific things according to individual goals. Rivaya, (2013) Sondang (2014) argue that "Motivation is directly related to the effort of achieving goals and organizational goals." Motivation is a process that explains one's strength, direction and persistence in achieving goals (Robin, 2006), the best motivational theory Which is known to be the hierarchy of needs of Abraham Maslow. Maslow hypothesized that in every human being there is a hierarchy of five needs.

Robins (2006: 49) states that job satisfaction is a positive feeling towards the work resulting from the evaluation of its characteristics. Robins (2006) states that satisfaction is the general attitude of the individual to his work. A person with a high level of job satisfaction shows a positive attitude toward the job, someone who is dissatisfied with his work shows a negative attitude towards his work. Robbins (2015) identifies four workers' responses to dissatisfaction: exit, voice, loyalty, and neglect.

3. Research Method

This research was conducted at Indragiri Islamic University which carried out the process of academic education and aims to prepare learners to become members of the community who have academic ability in applying, developing, or enriching the treasures of science, technology and or art, and disseminating and striving for its use to improve people's lives and enriching national culture.

Some previous research as revealed in the background of research, has proved that the performance of lecturers is strongly influenced by several factors including organizational culture, motivation, job satisfaction. Organizational culture and motivation are seen as two main variables that affect the good-bad lecturer performance, while job satisfaction is as an intermediary variable.

Based on research background, literature review, and frame of thought, it can be illustrated research model as in Figure 1.
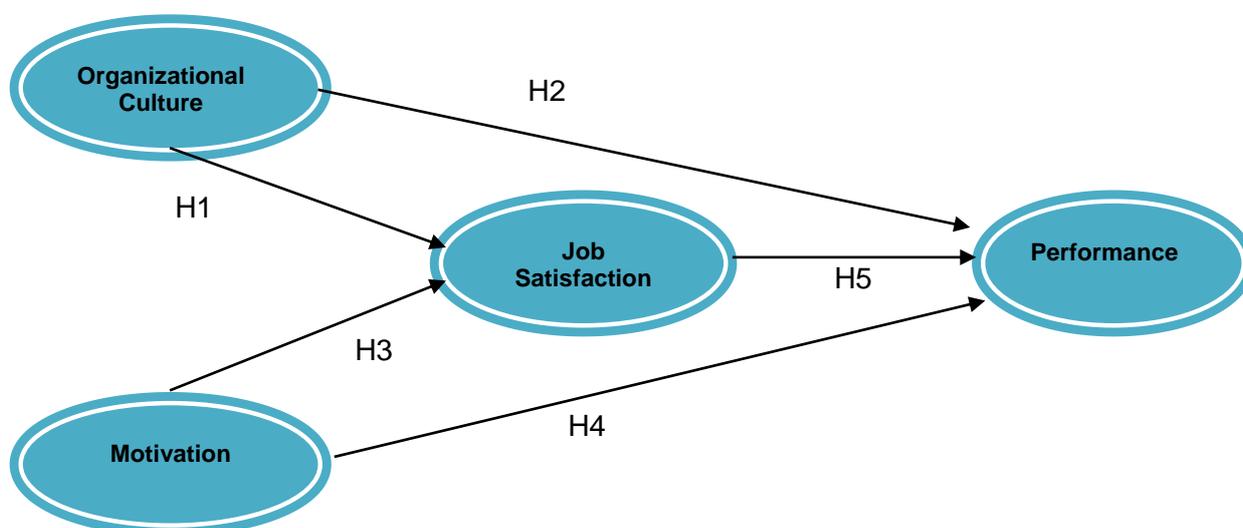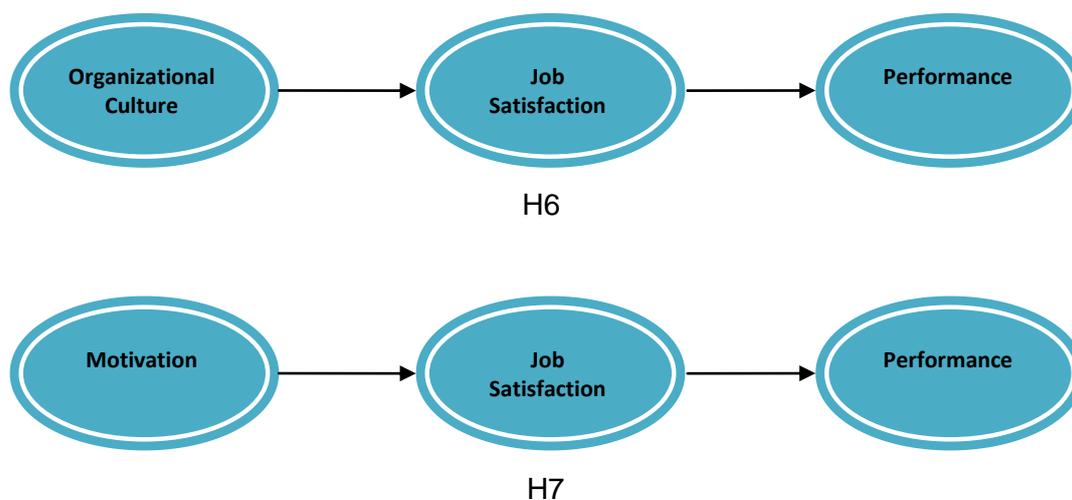
Figure 1. Conceptual Model

Data collection techniques used in this study is a questionnaire, namely data collection techniques by distributing a list of questions (questionnaires). To see the effect of independent variable (exogenous) on the dependent variable (endogen), the writer performs the measurement and data analysis technique by mentioning the answer in number and then gives the number and gives the percentage score for each type of answer based on the questionnaire. On a Likert scale. To test the research hypothesis using data analysis technique that is Structural Equation Model-Partial Least Square. Data analysis in this research is done by modeling of WarpPLS structural equation which is rare.

4. Result and Discussion
4.1. Evaluation of Measurement Model (Outer Model)
Outer model involves testing the validity and reliability of research instruments are:

1. *Convergent Validity*

Correlation between the reflective indicator score and the latent variable score, there are two criteria to assess whether the outer model qualifies the convergent validity for the reflective construct that is (1) the loading should be above 0.70 and (2) the significant p value (<0.05) (Hair et al ., 2013). The loading requirement should be above 0.70 because the latent variable should at least be able to explain the variation of each indicator by 50% (the yield from 0.70^2 is close to 50%). But in some cases such as the newly developed questionnaire the terms are often not met. Therefore, loading between 0.4 to 0.70 should be considered to be maintained (Hair et al in solihin (2013)). But for loading that is below 0.4 (<0.4) must be dropped or removed from the model.

Table 1 shows the reflective indicator scores with the latent variable score being above 0.5 and there are some scores with values below 0.5 but still above 0.4. A loading score between 0.4-0.7 should still be considered to be maintained, but if the score below 0.4 should be removed from the model. So from the score obtained from this calculation score 0.4 is still used in the model. The required P-value is <0.05, so from the acquisition of P-value calculated in table 1. Not all P-value indicator is <0.001 then this model can not meet the requirement that is <0.001 <0.05.From the indicator score Against the latent varabel score and P value obtained then this model has not been able to meet the convergent validity.

Table 1. Output Results Combined Loading and Cross-loading

	X1	X2	Y1	Y2	Type (a)	SE	P value
X1.1	(0.273)	-0.043	0.096	0.043	Reflect	0.094	0.002
X1.2	(0.814)	0.008	0.055	0.111	Reflect	0.081	<0.001
X1.3	(0.797)	0.007	-0.089	-0.129	Reflect	0.081	<0.001
X2.1	-0.077	(0.858)	-0.130	0.111	Reflect	0.080	<0.001
X2.2	0.052	(0.844)	0.060	-0.008	Reflect	0.080	<0.001
X2.3	-0.032	(0.822)	0.008	-0.068	Reflect	0.081	<0.001
X2.4	0.004	(0.863)	-0.037	-0.027	Reflect	0.080	<0.001
X2.5	-0.009	(0.844)	0.127	-0.032	Reflect	0.080	<0.001
X2.6	0.063	(0.836)	-0.025	0.021	Reflect	0.080	<0.001
Y1.1	0.066	0.076	(0.692)	0.087	Reflect	0.084	<0.001
Y1.2	0.155	-0.084	(0.813)	0.101	Reflect	0.081	<0.001
Y1.3	-0.288	0.116	(0.513)	-0.318	Reflect	0.088	<0.001
Y1.4	-0.079	-0.144	(0.306)	0.067	Reflect	0.093	<0.001
Y2.1	0.007	0.017	0.537	(0.664)	Reflect	0.084	<0.001
Y2.2	0.358	-0.099	0.722	(0.639)	Reflect	0.085	<0.001
Y2.3	-0.186	0.277	-0.355	(0.622)	Reflect	0.085	<0.001
Y2.4	-0.210	0.028	-0.299	(0.350)	Reflect	0.092	<0.001
Y2.5	-0.013	-0.056	-0.531	(0.768)	Reflect	0.082	<0.001
Y2.6	-0.047	-0.109	-0.104	(0.812)	Reflect	0.081	<0.001
Y2.7	0.545	-0.053	-0.054	(-0.004)	Reflect	0.101	0.484
Y2.8	0.705	0.091	-0.054	(0.007)	Reflect	0.101	0.474

Table 1 shows 5 indicators that do not qualify for convergent validity for reflective constructs in the outer model, where the loading scores are below 0.4 (<0.4). Indicators that do not meet these requirements are on the variables (X1.1), (Y1.4), (Y2.4), ((Y2.7), (Y2.8), should be removed from the model. After the four indicators are released then the results obtained loading that can meet the convergent validity, as shown in Table 2 below:

Table 2. Output Combined Loading and Cross-Loading

	X1	X2	Y1	Y2	Type (a)	SE	P value
X1.2	(0.822)	0.002	0.041	0.137	Reflect	0.081	<0.001
X1.3	(0.822)	-0.002	-0.041	-0.137	Reflect	0.081	<0.001
X2.1	-0.089	(0.858)	-0.203	0.159	Reflect	0.080	<0.001
X2.2	0.083	(0.844)	0.136	-0.060	Reflect	0.080	<0.001
X2.3	-0.079	(0.822)	-0.052	-0.021	Reflect	0.081	<0.001
X2.4	-0.035	(0.863)	-0.097	0.022	Reflect	0.080	<0.001
X2.5	0.046	(0.844)	0.182	-0.082	Reflect	0.080	<0.001
X2.6	0.076	(0.836)	0.039	-0.022	Reflect	0.080	<0.001
Y1.1	0.080	0.055	(0.724)	0.092	Reflect	0.083	<0.001
Y1.2	0.087	-0.107	(0.832)	0.120	Reflect	0.080	<0.001
Y1.3	-0.262	0.099	(0.496)	-0.335	Reflect	0.088	<0.001
Y2.1	-0.034	-0.001	0.498	(0.699)	Reflect	0.083	<0.001
Y2.2	0.266	-0.121	0.740	(0.666)	Reflect	0.084	<0.001
Y2.3	-0.128	0.307	-0.375	(0.590)	Reflect	0.086	<0.001
Y2.5	0.011	-0.024	-0.609	(0.752)	Reflect	0.082	<0.001
Y2.6	-0.104	-0.098	-0.196	(0.829)	Reflect	0.080	<0.001

Table 2 shows the indicator scores on the latent varabel score and P-value obtained then this model can meet the convergent validity.

2. *Discriminant validity*

Measurement of reflective indicators based on cross loading with latent variables. When the value of cross loading of each indicator on the largest variable in relation to cross loading in other latent variables is said to be valid. Another method by comparing the square root of average variance extracted (AVE) value of each latent variable with the correlation among other latent variables in the model, if the latent variable AVE is greater than the correlation with all other latent variables it is said to have good discriminant validity. Recommended measurement values are greater than 0.50 and are considered valid.

3. *Composite reliability*

The indicator group that measures a variable has good composite reliability if it has Composite reliability> 0.7, although it is not an absolute standard. Can be seen in table 3 below:

Table3. *Laten Variabel Coefficients*

	X1	X2	Y1	Y2
R-squered			0.114	0.516
Adj.R-squared			0.095	0.501
Composite reliab.	0.806	0.937	0.733	0.835
Cronbach's alpha	0.519	0.919	0.456	0.751
Avg.var.extrac	0.675	0.713	0.488	0.506
Full colin. ViF	1.085	1.140	1.734	1.949
Q-squred			0.121	0.521

R-square shows the percentage of response variables can be explained by predictor variables. The higher the R-square the better the model, and also the R-square is only there for the response variable. Based on the output results in table .3 we get R-square value for variable Y1 Job satisfaction) of 0.114 which means that the contribution of X1 and X2 influence on Y1 is 11.4% and the rest of 88.6% is influenced by other variables outside of this research model and error. The R-square value for Y2 variable (lecturer performance) is 0.516 which has Meaning that the contribution of variable influence X1, X2 and Y1 to Y2 is 51.6% and the rest of 48.4% is influenced by other variables outside this research model and error.

The value of composite reliability is used to find out the reliability of the research instrument with a large value of (> 0.7) as a condition of reliability. Based on the output in table 3. it is known that the composite reliability has a big value of (> 0.70) so it can be stated that all variables in this study have qualified reliability.

Full collinearity VIF is the result of full cholinearity testing that includes vertical and lateral multicollinearity. Linear colinierity is the collinierity between latent variables of predictors and criterion and can be used to test the common method of bias. The criterion for Full collinearitytest is must be small from (<3.3) so that the model is free of vertical collinearity problems, and common method bias. Based on the output in table 3. it is known that Full collinearity VIF has a small value of (<3.3). So the model is free of vertical collinearity problems, and common method bias.

Q-square is used for the assessment of predictive validity that can be negative and worth greater than zero. Based on the output in table 3. it can be seen that the estimation results show greater value than (> 0), so it is valid.

4. *Alpha Cronbach*

The indicator group that measures a variable has good composite reliability if it has a large alpha of (> 0.6). Based on the output in table 4. it is known that all variables in the study have

Cronbach alpha value greater than (> 0.6). So all the variables in this study is reliable.Vertical colinierity testing can be known from the output block variance inflation factors presented in table 4. As follows:

Table 4. *Ouput Block Variance Inflation Factors*

	X1	X2	Y1	Y2
X1				
Y1				
Y2	1.014	1.014		
Y3	1.031	1.141	1.129	

The data is said to have no vertical collinearity problem if the VIF value is small from (<3.3). Based on Table 4. it is known that the results of the study did not have vertical collinearity problems.

4.2.Evaluation of Structural Model (Inner Model)

Goodness of fit Model in WrapPLS analysis can be seen in Goodnes of fit table is an index and measure of goodness of relationship between latent variable (inner model). Based on table 5. it is known that the fit and quality indices model for all criteria to meet the requirements so that the research model can be used as an analysis.

Table 5. *Model fit and Quality Indices*

No	Model fit and Quality Indices	Fit Criteria
1	Average path coefficient (APC) = 0.276, P < 0.001	P < 0.05
2	Average R-square (ARS) = 0.315, P < 0.001	P < 0.05
3	Average adjusted R-squared (AARS) = 0.298, P < 0.001	P = 0.14
4	Average block VIF (AVIF) = 1.066, Accept	Acceptable if < 5. Ideally < = 3.3
5	Average full collinearity VIF (AFVIF) = 1.477 , Accept	Acceptable if < 5. Ideally < = 3.3
6	Tenenhaus GoF (GoF) = 0.433 Large	Small > = 0.1 Medium> = 0.25, Large . = 0.36
7	Sympson's paradox ratio (SPR) = 1.000, Ideal	Acceptabel if >= 0.7, ideally = 1
8	R-square contribution ratio (RSCR) = 1.000, Ideal	Acceptabel if >= 0.9, ideally = 1
9	Statistical suppression ratio (SSR) = 1.000, Accept	Acceptabel if >= 0.7,
10	Non linear bivariate causality direction ratio (NLBCDR) = 1.000 , Accept	Acceptabel if >= 0.7,

4.3. Hypothesis Testing

Hypothesis testing in this research refers to coefficient value (negative or positive sign) and p value. If the value of p <0.05 then the relationship between variables is significant, whereas the opposite is not significant. Figure 2 shows the results of direct hypothesis testing.
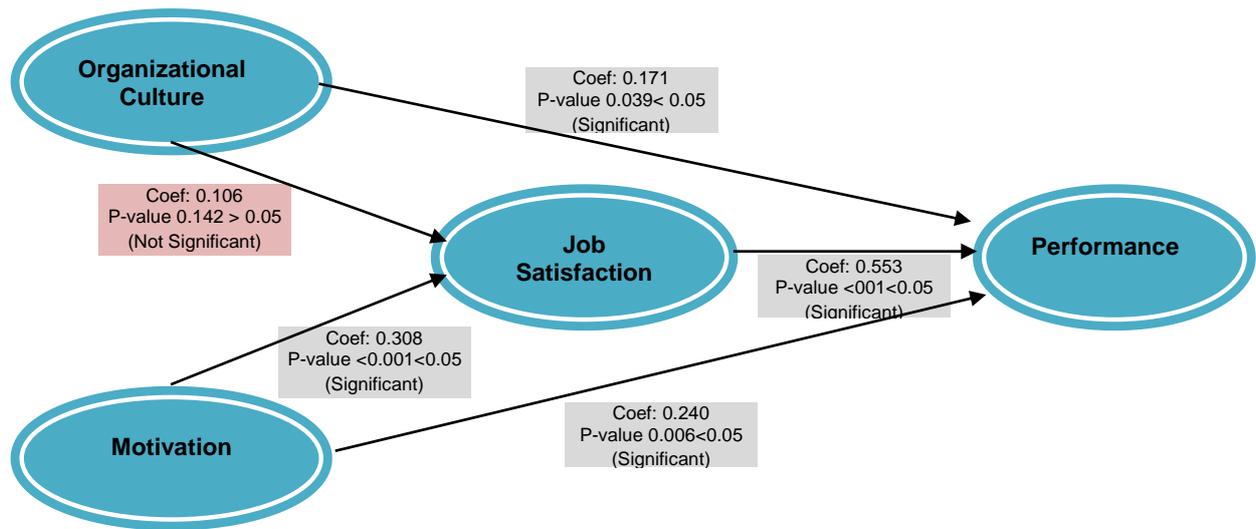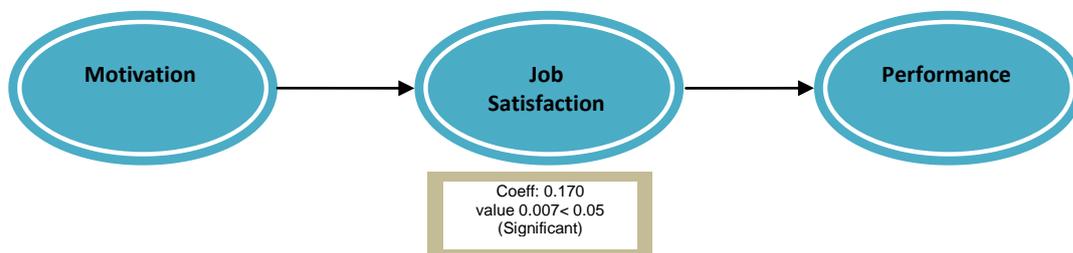
Figure 2. Direct Effect Analysis Results

Based on the result of analysis (direct effect) WarplS shows that (1) organizational culture has positive and insignificant effect on job satisfaction, (2) organizational culture have a significant positive effect on performance (3) motivation has significant positive effect on job satisfaction (4)) Motivation has a significant positive effect on performance (5) job satisfaction has a significant positive effect on performance. The result of indirect effect hypothesis test can be shown in Figure 3. below:

a. The influence of mediation of job satisfaction on the relationship between organizational culture on performance

b. The influence of job satisfaction mediation on the relationship between motivation to performance.

Figure 3. Results Analysis: Indirect Effect

Based on the results of the analysis (indirect effects or mediation effects) WarpPLS shows that (1) organizational culture has a non-significant effect on performance through job satisfaction, (2) motivation has a significant and positive impact on performance through job satisfaction.

2.4. Discussion

The results shows that organizational culture has a positive effect on lecturers' job satisfaction but not significant. This research concludes that the existing organizational culture in Indragiri Islamic University has not been able to improve the job satisfaction of lecturers. Its is caused by the value of the applied value can not be implemented properly, while the change should continue to be done but not all lecturers agree to the academic policies that become the demand for change. This is in line with what is revealed by Mangkunegara (2004) that aspects that affect job satisfaction are aspects of work-related feelings such as wages or salaries received, career development opportunities, relationships with other employees, job placement, type of work, corporate organizational structure, quality of supervision, while the aspects related to self, including age, health condition, ability, and education.

The results show that there is already a large part of organizational culture implemented in the activities of the lecturers in improving the performance, the stronger the organizational culture will improve the performance of lecturers. This is evident from the statement scores in the work of all the lecturers at this university already oriented to Tri Dharma and doing it the most aggressively. However, there are many obstacles faced by lecturers in the implementation process of the Tri Darma of Higher Education such as: the use of technology in teaching and learning process, orientation to research result according to journal and obey teaching hours. To implement it, it is necessary to monitor the commitment of each study program as the guarantor of the quality of the study program. In line with Permenpan Number 92 Year 2013, Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology, and art through education, research, and community service. This is in line with that expressed by Handoko (2001) that there are many factors that affect the work performance (performance) of lecturers. Lecturers work productively or not depending on motivation, job satisfaction, stress level, physical condition of work, compensation system, job design, and economic aspects. As revealed by the research of Kadiman in Arwildayanto (2012), stated that in transformation in ITB college there are some things that will hamper the transformation process including work culture, such as a priori or suspicious attitude towards change, the collection of smart people in the campus not only provide opportunities Campus to succeed, but behind it is stored a priori attitude or mutual suspicion.

The result of the research shows that most of the motivation is implemented in the activities of the lecturers in improving the job satisfaction, if the work motivation is increased, it will increase the job satisfaction, on the contrary if the work motivation decrease it will decrease the job satisfaction of the lecturer. As a lecturer in carrying out the functions and duties must be able to motivate self maximally so that will have the impetus to optimize the ability in carrying out the duties. Sondang (2014) argues that "Motivation is directly related to the effort to achieve goals and organizational goals". It is implied in this view that if the goal of education is to be achieved well then the steam that leads to the goal must always be optimized. The lecturer in achieving his or her achievement has a hope or a belief that there is an opportunity where a particular business will lead to a certain level of achievement, or the hope achievement effort. They also have expectations or beliefs that achievement will lead to certain results. Expectations relate to the belief of the individual lecturer about the subjective possibilities or possibilities that a particular behavior will be followed by a particular outcome. Thus, the expectation of the lecturer and its effect on the performance behavior (action in the learning process) is the fulfillment of all facilities, facilities, and adequate infrastructure. In addition, it must be fulfilled with clear incentives to motivate (stimulate) that by awarding rewards to outstanding achievers above standard achievement. This will give motivation to the lecturers so that

lecturer's turn works more fun and better. Thus the increase in motivation of lecturers influence the performance.

The results show that there is already a large part of the motivation implemented in the activities of the lecturers in improving the performance In line with this study, according to Sondang (2014) Motivation can be interpreted as a state in a person who encourages individual desire to perform certain activities to achieve goals. Humans are a desirable social creature, they always want more, this desire constantly developing, only stopping by upon death.

Hasibuan, (2003) states that the relationship of motivation to work is motivated employees will make the individual employees more comfortable and safe in work so that all obligations to be completed can be done in accordance with the allocation of time and better work. This is different from individual employees who lack or do not have a positive motivation to complete the job.

This research supports the results of previous research conducted by Judge L. (2011) who examined the Influence of Work Motivation on Lecturer Performance STIE Totalwin Semarang. The results of his research concluded that significantly showed that the influence of dominant work motivation on the performance of lecturers in the field of teaching is the work environment variable. Similarly, the performance of lecturers in the field of scientific studies are dominant influenced by the independent variable work environment. This proves that good working environment, such as lighting factor, coloring in the work space, motivation by the authorities and lecturer relationship (conducive atmosphere) greatly affect the level of lecturer's performance. Empirically, the conclusion of this research is different from the result of research Previously by Syahalam et al (2013), which concluded jointly variable motivation, satisfaction and rewards significantly influence the performance of certification lecturer Poltekkes Kemenkes Bengkulu. It can be seen that the t test results also show partially only the motivation variable whose influence is not significant while the satisfaction and rewards significantly influence the performance of certification lecturers.

The results show that job satisfaction has a positive and significant effect on lecturers performance. The highest indicator contributing to the lecturer's performance is that the leader can always appreciate every work shown. Leaders who can give attention and appreciation to what is done and produced by the lecturer will give satisfaction for the lecturer themselves. Mangkunegara (2004), states that job satisfaction is usually known based on the results of the investigation of employees by conducting surveys. Based on the results of the research, the cause of lecturer's performance that has not been optimal is influenced by satisfaction on the salary that has not been fulfilled. Lecturers feel that policies related to salary payments do not match the demands and workload. According to Nelson and Quick (2006), job satisfaction is affected by five specific dimensions of the job ie salary, promotion, supervision (leadership), the work itself and colleagues. Employees view salary as a reflection of how management views their contribution to the company. The salary given should be adjusted to the demands of the job that are charged, and also based on the competence and performance. Besides, the lecturer has not fully enjoyed his job as a lecturer who must be able to fulfill the demands of Tri Dharma University (both in education / teaching, research and community service). Feeling like to work is another dimension that can affect job satisfaction. If the lecturer can not devote all his ability to his work it will reduce job satisfaction. Robbins (2015) identifies four worker responses to dissatisfaction: exit, voice, loyalty and neglect. Referring to the above opinion, the lecturer's response to dissatisfaction is neglect, can be seen from the exit response done by the permanent lecturer at UNISI. Letting lecturers out and moving to other universities will hurt the organization, if the lecturer is a potential lecturer and has high work performance. The results of this study support the results of research Fadli, et al. (2012) which proves that the satisfaction of Singa Perbangsa Kangwang has a positive and significant impact on the performance of the lecturers of

Karawang. The results of this study also supports research of Basthoumi, et al (2012) which proves that job satisfaction has a significant effect on employee performance.

The results showed that organizational culture has a positive effect on the lecturer's performance through job satisfaction but the effect is not significant. This means that the organizational culture applied is not able to improve the job satisfaction of the lecturers so that the organizational culture is better to directly improve the lecturer's performance. This conclusion is indicated by the results of data processing that shows the influence of organizational culture on job satisfaction has no effect, although job satisfaction has an effect on lecturer performance, but the absence of work culture of lecturers that support organizational culture such as low response to policy change akedemik so it does not give effect to performance improvement Lecturer. This condition indicates the need for understanding to lecturers will change the strategic environment of the organization which demands a change in the work culture of the lecturer so that Indragiri Islamic University can continue to advance and develop in accordance with the demands of society and all stakeholders. The results of this study are different from the results of the study of Sangaji Mamang eta et Al (2013), which concludes that there is an indirect influence Organizational culture on performance through job satisfaction of teh lectures of all Muhammadiyah University in East Java.

he results show that there is already a large part of the motivation implemented in the activities of the lecturers in improving job satisfaction and already there is a large part of job satisfaction in improving performance. This condition is seen from the positive influence of motivation on job satisfaction, and job satisfaction have a significant effect on lecturer performance. High lecturer work spirit and responded by the leader with appreciation appreciation to lecturers who excel. The results of this study support the results of research of Basthoumi, et al (2012), which concludes that extrinsic and intrinsic motivation have an indirectly significant impact on performance through job satisfaction. Ramadhani (2016) which proves that motivation through job satisfaction has a positive and significant impact on the performance of employees of PT. Temprina media graphika Jember.

5. Conclusions and Recommendations

Based on the results of the analysis, the conclusion of this study is organizational culture has an insignificant positive effect on job satisfaction. On the other hand, organizational culture has a significant positive effect on lecturer performance. Motivation has a positive and significant influence on job satisfaction and performance Job satisfaction has a significant positive effect on performance. Organizational culture can not affect performance through job satisfaction, while job satisfaction is able to mediate the influence of motivation on performance.Based on the results of the research and the conclusions described above, the suggestion for lecturers is to immediately improve the competence of continuing education to higher level, the organization should continue to motivate and improve job satisfaction and create a good organizational culture climate so that lecturer's performance can be maximal. The government is expected to provide adequate teaching and learning facilities and compensate lecturers who have not been certified and have academic rank. Suggestions for further research are as follows: (1) Future researchers are expected to add exogenous variables in this study, (2) For researchers who wish to continue this research, they are expected to include variables or try to exchange some new variables, (3) Future researchers should try different data analysis techniques from this study to test the research variables in order to find different results and conduct further analysis.

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