

The influence of organizational culture, competence and professionalism on innovative behavior, job satisfaction and performance moderated by the spiritual intelligence of Muhammadiyah university lecturers in East Kalimantan

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Abstract: The phenomena and problems faced by the Muhammadiyah College in East Kalimantan are still the lack of quality, performance and active role and responsibility of the lecturer, as well as to the Tri Dharma College which affects the achievement of accreditation of the study program. Objectives of this study (1) Organizational culture towards the innovative behavior of teachers of Muhammadiyah College in East Kalimantan (2) Organizational culture towards the satisfaction of the teachers in Muhammadiyah University in East Kalimantan (3) Organizational Culture towards the performance of the professors of Muhammadiyah University in East Kalimantan (4) Competence towards the innovative behavior of the faculty of Muhammadiyah University in East Kalimantan (5). Competence towards the satisfaction of professors of Muhammadiyah College in Eastern Kalimantan. (6). Competency towards the performance of teachers of Muhammadiyah College in East Kalimantan. (7). Professionalism towards the innovative behavior of teachers of Muhammadiyah College in the Eastern Kalimantan. (8). Professionalism towards the satisfaction of the professors of the Muhammadiyah College in East Kalimantan. (9) Professionalism towards the performance of the teachers of Muhammadiyah University in East Kalimantan. (10) Innovative behavior towards the contentment of the lecturers of the Muhammadiyah University in East Kalimantan. (11). Innovative behavior towards the performance of teachers of Muhammadiyah College in Eastern Kalimantan. (12). Satisfaction with the performances of professors of Muhammadiyah College in East Kalimantan. (13). The results of this research for all hypotheses Organizational culture, competence, professional, have a positive influence on the performance of the lecturer, but have no significant impact on the Spiritual Intelligence with moderation of Innovative Behavior Against the Performance of the Lecturer.

Keywords: Innovative behavior, Job satisfaction, Lecturer performance, Muhammadiyah, Organizational culture, Professionalism, competence.

1. Introduction

In the era of globalization in the 21st century, Indonesia has entered an era of human resource competition between nations, the competition in the quality of human resources includes moral, spiritual, intellectual and physical qualities, so that they must be able to face future challenges. The intensity of competition has influenced the increasing need for each organization to continue to improve organizational performance, especially in terms of human resource capabilities and management. In this regard, human resources are needed who have reason and feelings, desires, skills, knowledge, drive, power and work (ratio, taste and intention). All of these resource potentials affect the organization's efforts to achieve its goals. Werther, Davis and Sutrisno (2010), stated that human resources are; workers who are ready, capable and alert in achieving organizational goals, the main dimension of human resources is their contribution to the organization, while the main dimension of humans is the treatment of contributions to them which in turn will determine the quality and capability of their lives.

The problem of human resources in this era of globalization is that the level of competition is getting tighter, human resources have an important role in every activity, this shows that HR is one of the main keys to the organization that must be considered with all its needs. The HR management strategy for an organization to provide optimal contribution to organizational goals based on skills, knowledge and abilities lies in empowerment, development and maintenance efforts. HR management activities are the application of HR functions that refer to external environmental conditions that develop and interact with the organizational environment (Simamora 2011:57).

(Kochan and Dyer, 2020:146) strategic HR policy practices will have an impact on improving organizational performance. (Katidjan, Pawirosumarto, Isnaryadi, 2017:93) said that if the level of HR quality is high, then the level of performance will be easier to improve, and vice versa. Universities are organizations that are highly dependent on the performance of the human resources that are their members, in this case including lecturers as one part of the resources. (Fortunato, Weddel and Suyatno, 2014:267) require universities to know the importance of human resource development. The role of lecturers' duties and responsibilities is very important in realizing the goals of national education, namely to educate the nation's life, improve the quality of Indonesian people, which includes the quality of faith, piety, noble morals, mastery of science, technology, and art, and realize an advanced, just, prosperous, and civilized Indonesian society.

Based on the background described above, the problems in this research are:

- 1) Does organizational culture influence the innovative behavior of lecturers at Muhammadiyah Universities in East Kalimantan?
- 2) Does organizational culture influence job satisfaction of lecturers at Muhammadiyah Universities in East Kalimantan?
- 3) Does organizational culture influence the performance of lecturers at Muhammadiyah Universities in East Kalimantan?
- 4) Does competence influence the innovative behavior of Muhammadiyah Higher Education in East Kalimantan?
- 5) Does competence influence the organizational culture of lecturers at Muhammadiyah Higher Education Institutions in East Kalimantan?
- 6) Does competence influence the performance of lecturers at Muhammadiyah Universities in East Kalimantan?
- 7) Does professionalism influence the innovative behavior of Muhammadiyah Higher Education in East Kalimantan?
- 8) Does professionalism influence the performance satisfaction of lecturers at Muhammadiyah Universities in East Kalimantan?
- 9) Does Professionalism affect the performance of lecturers at Muhammadiyah Universities in East Kalimantan?
- 10) Does innovative behavior affect the job satisfaction of lecturers at Muhammadiyah Universities in East Kalimantan?
- 11) Does innovative behavior affect the performance of lecturers at Muhammadiyah Universities in East Kalimantan?
- 12) Does job satisfaction affect the performance of lecturers at Muhammadiyah Universities in East Kalimantan?
- 13) Does Spiritual Intelligence moderate the influence of innovative behavior on the performance of lecturers at Muhammadiyah Universities in East Kalimantan?

2. Research Methods

This type of research is causal explanatory research that explains the causal relationship between endogenous and exogenous variables used to predict the general pattern of a condition. This research uses a deductive model framework and creates a hypothesis that will be a reference for an answer to a problem in the research, so that the methodology must be further tested. The goal is to obtain accurate test results so that conclusions can be drawn that are causal (cause and effect) or can also be through hypothesis testing.

The scope of this study is to analyze between several variables, namely organizational culture variables, competence, professionalism towards innovative behavior, job satisfaction and performance in moderation of spiritual intelligence on lecturers of Muhammadiyah Colleges in East Kalimantan . The data collection technique in this study is to use a survey collected from respondents using a questionnaire, data obtained from samples to represent the entire population (Hermawan and Amirullah, 2016). This study will analyze the respondents' answers obtained by distributing questionnaires and will be processed using SEM analysis which will be processed using the AMOS 26 statistical program. The population in this study were all lecturers of Muhammadiyah Colleges in East Kalimantan totaling 322 lecturers, Sample selection using the proportional sampling method with a sample of 178 lecturers.

3. Research Result

Based on the results of the research hypothesis testing as above, the findings of the structural model and the results of this dissertation research can be shown as shown in Figure 1, as follows:

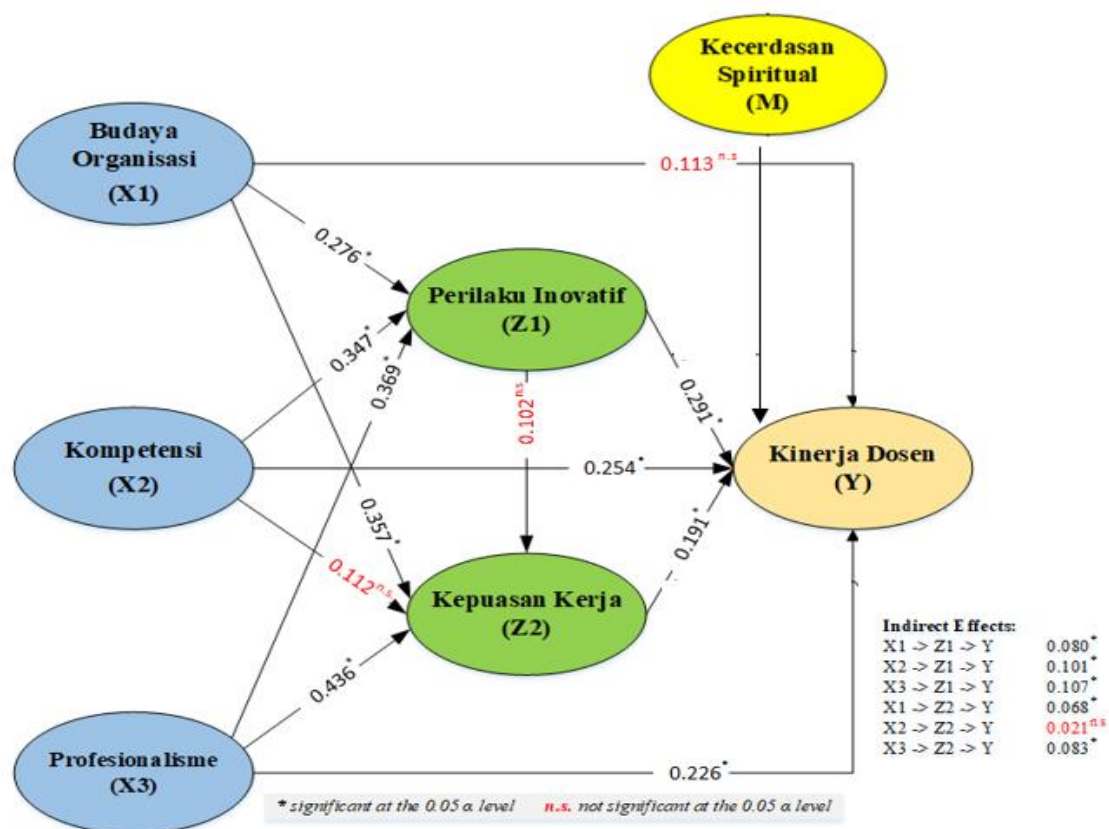


Figure 1.
Summary of research findings.

Based on Figure 1 above, the important findings of this research can be explained as follows:

The coefficient of influence of organizational culture on Innovative Behavior shows a significant influence with a CR value of 3.730 (greater than 1.96) and a significance level (p-value) of 0.000 (less than 5%). The resulting influence coefficient is 0.276 (positive), meaning that the higher the organizational culture, the higher the innovative behavior will be.

The coefficient of influence of Organizational Culture on Job Satisfaction shows a significant influence with a CR value of 4.027 (greater than 1.96) and a significance level (p-value) of 0.000 (less than 5%). The resulting coefficient of influence is only 0.357, meaning that the better the Organizational Culture, the more significant the impact on increasing the Job Satisfaction of lecturers.

The coefficient of influence of organizational culture on lecturer performance shows an insignificant influence with a CR value of 1.583 (less than 1.96) and a significance level (p-value) of 0.113 (greater than 5%). The resulting influence coefficient is 0.113 (negative), meaning that the lower the organizational culture, the lower the lecturer performance will be.

The coefficient of influence of competence on innovative behavior shows a significant influence with a CR value of 4.476 (greater than 1.96) and a significance level (p-value) of 0.000 (less than 5%). The resulting coefficient of influence is 0.347 (positive), meaning that the higher the competence, the higher the innovative behavior.

The coefficient of influence of competence on lecturer job satisfaction shows an insignificant influence with a CR value of 1.293 (less than 1.96) and a significance level (p-value) of 0.196 (greater than 5%). The resulting coefficient of influence is 0.112 (negative), meaning that the lower the competence, the lower the lecturer's job satisfaction will be.

The coefficient of influence of competence on lecturer performance also shows a significant influence with a CR value of 3.603 (greater than 1.96) and a significance level (p-value) of 0.000 (less than 5%). The resulting coefficient of influence is 0.254 (positive), meaning that the higher the competence, the higher the Lecturer Performance will be.

The coefficient of influence of professionalism on innovative behavior shows a significant influence with a CR value of 4.495 (greater than 1.96) and a significance level (p-value) of 0.000 (less than 5%). The resulting influence coefficient is only 0.369, meaning that the higher the professionalism, the higher the real impact on increasing Innovative Behavior.

The coefficient of influence of professionalism on lecturer job satisfaction shows a significant influence with a CR value of 4.308 (greater than 1.96) and a significance level (p-value) of 0.000 (less than 5%). The resulting influence coefficient is 0.436 (positive), meaning that the higher the professionalism, the higher the lecturer job satisfaction.

The coefficient of influence of Professionalism on Lecturer Performance also shows a significant influence with a CR value of 2.805 (greater than 1.96) and a significance level (p-value) of 0.005 (less than 5%). The resulting coefficient of influence is 0.226 (positive), meaning that the higher the professionalism, the higher the Lecturer Performance will be.

The coefficient of influence of Innovative Behavior on lecturer performance also shows an insignificant influence with a CR value of 1.014 (less than 1.96) and a significance level (p-value) of 0.310 (greater than 5%). The resulting coefficient of influence is 0.102 (negative), meaning that the lower the Innovative Behavior, the lower the lecturer's performance will be.

The coefficient of influence of Innovative Behavior on Lecturer Performance also shows a significant influence with a CR value of 3.118 (greater than 1.96) and a significance level (p-value) of 0.002 (less than 5%). The resulting coefficient of influence is 0.291 (positive), meaning that the higher the lecturer's Job Satisfaction, the higher the lecturer's Performance will be.

The coefficient of influence of job satisfaction on lecturer performance also shows a significant influence with a CR value of 2.491 (greater than 1.96) and a significance value (p-value) of 0.013 (smaller than the real level of 5%). The resulting coefficient of influence is 0.191 (strengthening), meaning that the higher the job satisfaction, the higher the performance will be.

The coefficient of influence of job satisfaction on lecturer performance also shows a significant influence with a CR value of 2.491 (greater than 1.96) and a significance value (p-value) of 0.013 (smaller than the real level of 5%). The resulting influence coefficient is 0.191 (strengthening), meaning that the higher the job satisfaction, the higher the performance. The results of the moderation analysis of Spiritual Intelligence on the Influence of Innovative Behavior on Lecturer Performance also show a significant influence.

The findings of the research results above show that, of the thirteen hypotheses proposed, only ten hypotheses were found to be accepted and supported the existing theories and previous research results.

4. Conclusion

Based on the results of the hypothesis test, the Influence of Organizational Culture on Innovative Behavior shows an original sample estimate (O) value of 0.546 with a positive value and a p-value of $0.000 < 0.05$. The influence of organizational culture on innovative behavior is because organizational culture is very persuasive so that it affects almost all aspects of organizational life. Organizational Culture has a positive and significant effect on the Innovative Behavior of lecturers at Muhammadiyah Universities in East Kalimantan. The results of this study can confirm the theories of Zhu, (2013), Nwagbara and Akanji (2012), and Robins (2009). The results of this study are the same as the results of the studies of Zheng, Molineux, Mirshekary, and Scarparo (2015), Harianto, Kusmaningtyas, and Brahmasari (2016), Johari, Tan, and Zulkarnain (2018), and Zhenget et al, (2015)

Based on the results of the hypothesis test, the Influence of Organizational Culture on Job Satisfaction shows the original sample estimate (O) value of -0.506 with a positive value and p-values of $0.000 > 0.05$. The influence of organizational culture on job satisfaction is positive, the stronger the organizational culture in higher education, the higher the job satisfaction of lecturers. Organizational Culture has a positive and significant effect on Job Satisfaction of lecturers at Muhammadiyah Higher Education in East Kalimantan. The results of this study can confirm the theories of Maslow (2018), Ling et al (2013), Mathis & Jackson (2011). The results of this study are different from the results of the studies of Lemmergaard, and Azevedo (2011), Aktarina, (2015), Jalil et al (2015, and Abbasi & Alvi (2013).

Based on the results of the hypothesis test of the relationship between the Influence of Organizational Culture on Lecturer Performance, the original sample estimate (O) value is 0.248 with a negative value and a p-value of $0.000 < 0.05$. The results of the analysis show that it is accepted, which means that the organizational culture variable does not have a significant effect on performance. A good organizational culture will improve lecturer performance. As stated by Sutrisno (2010) that a strong organizational culture supports organizational goals, conversely a weak or negative one will hinder or conflict with organizational goals. Lecturers at Muhammadiyah Universities in East Kalimantan have an Organizational Culture that is deeply embedded in their lecturers, so that it can improve the performance of the lecturers. Organizational Culture does not affect the Performance of lecturers at Muhammadiyah Universities in East Kalimantan. The results of this study can confirm the theories of Robbins (2009), Stoner and Freeman (1989), Hellriegel, Jackson, and Slocum (2007), Giri et al (2016), Mathis & Jackson (2011) and Robins (2009). The results of this study are not the same as the research results of Harianto, Kusmaningtyas & Brahmasari (2016), Yang (2011, and Vaiman et al (2019).

Based on the results of the hypothesis test of the relationship between the Influence of Competence on Innovative Behavior, the original sample estimate (O) value is -0.134 with a positive value and p-values of $0.000 > 0.05$. With positive research results. The results of this study are in line with the statement from Siswoyo (2007:133) that Lecturers have a responsibility, where their responsibility is not only to convey ideas, but lecturers also become representatives of a creative way of life, a symbol of peace and tranquility in a world that is anxious and persecuted. Competence has a positive and significant effect on the Innovative Behavior of lecturers at Muhammadiyah Universities in East Kalimantan. The results of this study can confirm the theories of Düşmezkalender et al (2021), Weber and Seger (2002), Berten (2007, and Sinamo (2004). The results of this study are the same as the results of the studies of Zheng, Molineux, Mirshekary, and Scarparo (2015), and Gheitani, Imani, Seyyedamiri, and Foroudi (2019).

Based on the results of the hypothesis test of the relationship between the Influence of Competence on Job Satisfaction, the original sample estimate (O) value is 0.291 with a negative value and a p-value of $0.000 < 0.05$. Based on the results of the statistical calculations that have been carried out, it is known that it is accepted, which means that compensation does not have a significant effect on the performance of lecturers at Muhammadiyah Universities in East Kalimantan. Competence does not have a significant effect on the Job Satisfaction of lecturers at Muhammadiyah Universities in East Kalimantan. The results of this study can confirm the theory of Robbins (2009, and Ernawan (2007), Berten (2007, and

Sinamo (2004). The results of this study are the same as the results of the research by Hayati and Caniago (2012), Comeas et al (2014), and Gheitani et al (2018).

Based on the results of the hypothesis test of the relationship between the Influence of Competence on Lecturer Performance, the original sample estimate (O) value is 0.028 with a positive value and a p-value of $0.000 < 0.05$. From this value, it can be concluded that the study shows that competence has a significant positive effect on lecturer performance. Based on the hypothesis test, the significance value can be interpreted that the competence of lecturers at Muhammadiyah Universities in East Kalimantan has a significant positive effect on lecturer performance. Competence has a positive and significant effect on the performance of lecturers at Muhammadiyah Universities in East Kalimantan. The results of this study can confirm Byars' theory in Rivai and Sagala, (2005), Berten (2007), Sinamo (2004), and Stackhouse et al (1995). The results of this study are the same as the results of the studies of Comeau, Huta, and Liu (2015), Meriac (2012, and Sudirman et al (2019).

Based on the results of the hypothesis test, the relationship between the Influence of Professionalism on Innovative Behavior shows an original sample estimate (O) value of -0.364 with a positive value and a p-value of $0.000 > 0.05$. Based on the results of the statistical analysis in this study, it shows that the professionalism variable has a significant positive effect on lecturers at Muhammadiyah Universities in East Kalimantan. Professionalism is the attitude of lecturers in carrying out their work/profession. Professionalism has a positive and significant effect on the Innovative Behavior of lecturers at Muhammadiyah Universities in East Kalimantan. The results of this study can confirm the theories of Schein (2010), Robbins (2009), Armstrong (2009), and Schein (2010). The results of this study differ from the results of the studies of Stefanovska-Petkovska, Petrovska, Bojadziev, Schaeffer, and Tomovska-Misoska (2019:104), Brown et al (2020, and Stefanovska-Petkovska et al (2019).

Based on the results of the hypothesis test of the relationship between the Influence of Professionalism on Job Satisfaction, the original sample estimate (O) value is -0.111 with a positive value and a p-value of $0.000 > 0.05$. In other words, it can be said that the higher the professionalism of a lecturer at a Muhammadiyah College in East Kalimantan, the greater the increase in job satisfaction. Professionalism has a positive and significant effect on Job Satisfaction of lecturers at Muhammadiyah Colleges in East Kalimantan. The results of this study can confirm the theory written by Mangkunegara (2005), Mathis and Jackson (2011), Robbins (2009), and Schein (2010). The results of this study are the same as the results of the research of Panagiotis, Alexandros, and George (2014), Panagiotis et al (2014), and Al-sada et al (2017).

Based on the test results of the relationship between the Influence of Professionalism on Lecturer Performance, the original sample estimate (O) value is 0.001 with a positive value and p-values of $0.000 < 0.05$. That in addition to professionalism influencing lecturer performance, it also influences organizational commitment. The results of this study support the research of Khimah (2005), Bogler and Somach (2004) which explains that professionalism influences commitment. Professionalism has a positive and significant effect on the performance of lecturers at Muhammadiyah Universities in East Kalimantan. The results of this study can confirm the theories of Armstrong (2009), Robbins (2009), Luthana (2002), and Schein (2010). The results of this study are the same as the results of the research of Stare (2011), Stare (2011), and Putriana (2015).

Based on the results of the hypothesis test of the relationship between the Influence of Innovative Behavior on Lecturer Performance, the original sample estimate (O) value is -0.232 with a negative value and a p-value of $0.000 > 0.05$. With the innovation created, lecturers in their work provide services to learning faster, more precisely and at a lower cost, so that lecturer performance increases. Innovative Behavior has no effect on the performance of lecturers at Muhammadiyah Universities in East Kalimantan. The results of this study can confirm the theories of Helmle et al. (2014), Smith et al (2020), Greenhaus et al. (2003), and Wu et al. (2013). The results of this study are not the same as the results of the studies of Minarika, Purwanti, and Muhidin (2020), Minarika et al (2020), Johari et al (2017, and Kim (2014).

Based on the results of the hypothesis test of the relationship between the Influence of Job Satisfaction on Lecturer Performance, the original sample estimate (O) value is 0.036 with a positive value and a p-value of $0.000 < 0.05$. From the results of the testing and analysis that have been carried

out, it can be seen that the job satisfaction used has an effect on lecturer performance. It can be concluded that job satisfaction has an effect on lecturer performance. Innovative Behavior has a positive effect on the Performance of Lecturers at Muhammadiyah Universities in East Kalimantan. The results of this study can confirm the theories of Luthans (2002), and Robbins (2009), Hasibuan (2005), and Maslow (2010). The results of this study are the same as the results of the studies of Comeau, Huta, and Liu (2015), Muoghbo (2013), and Trang (2012).

Based on the results of the hypothesis test of the influence of job satisfaction on lecturer performance, the original sample estimate (O) value is 0.654 with a positive value and p-values of 0.000 < 0.05. Based on this, it means that the high job satisfaction of a lecturer at a Muhammadiyah College in East Kalimantan will have a sense of confidence and trust in themselves, so that the lecturer's performance will automatically increase. Job satisfaction affects the performance of lecturers at Muhammadiyah Colleges in East Kalimantan. The results of this study confirm the theory of Robbin and Judge (2013), Armstrong et al. (2014). The results of this study are the same as the research of Awan et al. (2014), Shmailan (2016) and Hefner (2016).

Based on the results of the hypothesis test of the relationship between the Influence of Spiritual Intelligence and the moderation of Innovative Behavior on Lecturer Performance, the original sample estimate (O) value is -0.013 4 with a positive value and p-values of 0.000 > 0.05. These results indicate that spiritual intelligence has a positive and significant effect on lecturer performance through innovative behavior. a person is more valuable and meaningful (Zohar and Marshal, 2007). Spiritual Intelligence can moderate (strengthen) the influence of Innovative Behavior on the performance of lecturers at Muhammadiyah Universities in East Kalimantan. The results of this study confirm the theories of Munir (2000), Zohar and Marshall (2004). The results of this study are the same as those of Boyatzis (1999) and Chermis (1998).

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