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## The Effect of Work Motivation and Organizational Work Culture on Lecturer Performance with Compensation as a Moderating Variable (Study at Private Universities in Cianjur Regency)

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**Abstract:** This research aims to analyze the influence of work motivation and organizational culture on the performance of private university lecturers in Cianjur, with compensation as a moderating variable. Lecturer performance remains suboptimal, as indicated by low publication rates, academic ranks, and certification levels. A quantitative method was applied using questionnaires distributed to 97 lecturers. Validity, reliability, and regression tests were conducted. The results show that work motivation and organizational culture significantly affect lecturer performance, with compensation strengthening this relationship. The study highlights the importance of managing work motivation, organizational culture, and fair compensation to enhance lecturer performance

**Keyword:** Work Motivation, Organizational Culture, Compensation, Lecturer Performance.

### INTRODUCTION

The organization as a unit consisting of individuals in an association always tries to realize common goals. The success of the organization in achieving goals is influenced by various factors, including performance, member roles, leadership, and organizational culture. Of all these factors, performance is considered a fundamental aspect that supports the achievement of organizational goals. Competent performance can positively correlate with other factors, thus accelerating the achievement of common goals. Nogi (2005: 175) defines organizational performance as a description of the achievement of tasks in order to realize the goals, objectives, mission, and vision of the organization.

In the context of higher education, the performance of human resources, especially lecturers, plays an important role in realizing the tridharma of higher education, namely education, research, and community service. However, data shows that lecturer performance in Indonesia still needs improvement. According to the Ministry of Education and Culture's Higher Education Statistics and LIPI's Pusbindiklat, more than a third of lecturers in Indonesia have not conducted research indexed in the Science and Technology Index (SINTA). Of the 305,000 registered lecturers, only 203,164 are verified in SINTA, with 75,892 from state universities and 177,140 from private universities.

Apart from the research aspect, educational background also affects lecturers' performance. Based on data from the Higher Education Database (PDDIKTI), the majority of lecturers in Indonesia have a master's degree (59%), while only 25% have a bachelor's degree, and only 11% have a doctoral degree. This condition shows that most lecturers have not met the educational standards of S3, which may affect their academic and research performance.

More specifically, in Cianjur Regency, the performance of lecturers in private universities (PTS) is still relatively low. Based on data from the Higher Education Service Institution (LLDIKTI) Region IV West Java, out of 16 universities, not a single one has superior accreditation. The majority of universities have good and excellent accreditation ratings, and five universities still have unaccredited status.

Furthermore, the data shows that the academic position of PTS lecturers in Cianjur Regency is still low. Of the total 388 permanent lecturers, 55.15% do not yet have an academic position (Educator), while the second most academic positions are Expert Assistant (15.46%) and Lecturer (24.74%). The highest academic position, namely Professor, is only owned by 0.26% of lecturers. In addition, the level of lecturer certification is also still low, where only 29.12% of lecturers have been certified, while the other 70.88% have not been certified.

Low lecturer performance can be caused by various factors, both internal and external. Internally, work motivation is the main factor that affects lecturer performance. High motivation will encourage lecturers to be more disciplined, enthusiastic, and take the initiative in developing themselves. Conversely, low motivation can lead to a lack of discipline and enthusiasm at work. Factors that influence this motivation include leadership, organizational culture, and work environment.

Externally, compensation also plays a role in determining lecturer performance. Providing compensation that is not in accordance with standards can lead to low work motivation, resulting in less than optimal performance. In addition, organizational culture is also an important factor affecting lecturer performance. Organizational culture reflects the values, norms, and beliefs within an institution. According to Wagner and Hollenbeck in Utaminingsih (2006), organizational culture is the shared attitudes and perceptions in an organization based on fundamental norms and values. If the organizational culture of a university does not support academic competition and innovation, then lecturer performance tends to stagnate.

Based on data from the Central Bureau of Statistics of Cianjur Regency, the Human Development Index (HDI) of Cianjur Regency ranks in the bottom three of 27 cities and regencies in West Java, with a value of 68.18. This low HDI correlates with the quality of higher education in the region, which is indicated by the low accreditation of universities, academic positions of lecturers, and the level of lecturer certification.

By considering these various problems, this study aims to analyze the effect of work motivation and organizational culture on lecturer performance with compensation as a moderating variable in Private Universities in Cianjur Regency. The results of this study are expected to provide insight into the factors that need to be improved to improve the quality of lecturer performance and, more broadly, improve the quality of higher education in Cianjur Regency.

## **METHOD**

### **Type of Research**

This research is a field research (field research) conducted at the place where the symptoms occur. The approach used is quantitative with an emphasis on numerical data processed using statistical methods. This research is descriptive correlational, which aims to describe the relationship between variables and examine the extent to which variables in a factor are related to other variables.

## Population and Sample

This study involved permanent foundation lecturers and permanent state lecturers who were seconded to private universities in Cianjur Regency. The research population amounted to 388 lecturers from 16 private universities, including universities, institutes, and colleges. The research sample was 97 respondents, determined by proportional random sampling according to the ratio of the number of lecturers in each PTS.

## Research Subject

This research focuses on private universities, where only these institutions are the main subjects of this study.

## Time and Place of Research

This research was conducted at private universities in Cianjur Regency for six months, from October 2024 to March 2025.

## Instrument

This study used a Likert scale questionnaire (1-5) to measure four variables: work motivation, organizational culture, performance, and compensation. Data was collected through Google Form, distributed to lecturers of private universities in Cianjur Regency. The questionnaire included respondents' identities and questions related to the research variables.

## Research Techniques

This study uses the Structural Equation Modeling (SEM) method based on Partial Least Square (PLS) with the help of SmartPLS 3.0 software, to carry out this analysis. The PLS approach emphasizes understanding the variation between variables rather than covariance. The analysis was conducted through two main models, namely the measurement model (Outer Model) and the structural model (Inner Model), to explore the influence between variables and the relationship between constructs in the context of this study.

## RESULTS AND DISCUSSION

### Validity Test and Reliability Test

Validity comes from the word validity, which means the accuracy of the measuring instrument in performing the measurement function. The instrument is said to be valid if it can measure the variables under study accurately and completely. The validity test determines the extent to which the data obtained is in accordance with the actual data on the research object (Sugiyono, 2018). This test ensures that the measuring instrument really measures precisely (Nurhasanah, 2017).

The following results of the validity and reliability tests in this study can be presented in Table 1. Below:

**Table 1. Outer Model (Cross Loading & Discriminant Validity)**

Indicator	Variables				Validity	Reliabilitad	
	Work Motivation	Inovation	Employee Performance	Work discipline	Infor.	Composite Reliability	Information
MK1	<b>0,800</b>	0,360	0,567	0,799	Valid	0,852	Reliabilit
MK2	<b>0,757</b>	0,502	0,634	0,751	Valid		
MK3	<b>0,838</b>	0,541	0,564	0,812	Valid		
MK4	<b>0,800</b>	0,447	0,692	0,696	Valid		
MK5	<b>0,856</b>	0,531	0,700	0,782	Valid		
MK6	<b>0,746</b>	0,527	0,609	0,519	Valid	0,886	Reliabilit
BO1	0,408	<b>0,799</b>	0,455	0,472	Valid		

BO2	0,466	<b>0,851</b>	0,492	0,437	Valid		
BO3	0,524	<b>0,801</b>	0,546	0,519	Valid		
BO4	0,414	<b>0,788</b>	0,489	0,499	Valid		
BO5	0,475	<b>0,847</b>	0,572	0,520	Valid		
BO6	0,404	<b>0,778</b>	0,481	0,527	Valid		
BO7	0,559	<b>0,740</b>	0,598	0,533	Valid		
BO8	0,541	<b>0,836</b>	0,526	0,563	Valid		
KD1	0,724	0,529	<b>0,815</b>	0,626	Valid		
KD2	0,607	0,463	<b>0,774</b>	0,466	Valid		
KD3	0,700	0,565	<b>0,833</b>	0,460	Valid	0,897	Reliabilit
KD4	0,663	0,542	<b>0,777</b>	0,425	Valid		
KD5	0,617	0,653	<b>0,784</b>	0,509	Valid		
KD6	0,735	0,648	<b>0,860</b>	0,572	Valid		
KOM1	0,568	0,554	0,732	<b>0,750</b>	Valid		
KOM2	0,661	0,695	0,740	<b>0,883</b>	Valid		
KOM3	0,637	0,510	0,719	<b>0,786</b>	Valid		
KOM4	0,637	0,677	0,668	<b>0,856</b>	Valid	0,922	Reliabilit
KOM5	0,567	0,548	0,549	<b>0,776</b>	Valid		
KOM6	0,542	0,525	0,561	<b>0,808</b>	Valid		
KOM7	0,603	0,536	0,595	<b>0,858</b>	Valid		
KOM8	0,407	0,196	0,467	<b>0,760</b>	Valid		

Source: SmartPLS 4.0 processed data (2025)

Based on the table above, the validity test in SmartPLS assesses the validity of the constructs in the model. Convergent validity is evaluated based on the loading factor, where values  $\geq 0.7$  are considered valid. The test results show that all indicators meet the validity requirements.

AVE (Average Variance Extracted) is used to test discriminant validity. Constructs are said to be valid if the AVE value is  $> 0.5$  and the square root of the AVE is higher than the correlation between latent variables. The test results show that all constructs meet the criteria for discriminant validity.

Discriminant validity is also tested through cross loading, where values above 0.7 indicate that the indicator more strongly measures its construct than other constructs. The test results confirm all indicators are valid in measuring the research model

### Structural Model Evaluation (Inner Model)

After the outer model is fulfilled, the inner model (structural model) is tested. This test includes R-square, F-square, Q-square, and path coefficient tests to assess the relationship between variables in the research model.

### R-Square Test (R2)

After the outer model is considered eligible, the assessment proceeds to the inner model or structural model. Inner model evaluation is based on the R-square value of dependent constructs. A high R-square value indicates that the ability of the study model to make predictions is very good. The R-square value can be obtained through the determination test as in Table 2 as follows:

**Table 2. Inner Model (R-Square Test) - R<sup>2</sup> Test Results**

Construct	<i>R Square</i>	<i>R Square Adjusted</i>	Test Results
Lecturer Performance	0,847	0,838	Strong Model

Source: SmartPLS 4.0 processed data (2025)

Based on the table above, the lecturer performance variable has an R-square value of 0.847, which means that this model has strong strength because it is more than 0.67. Thus, the amount of influence of work motivation and organizational culture on lecturer performance moderated by compensation is 84.7%, while the remaining  $100\% - 84.7\% = 15.3\%$  is the influence of other variables not examined

### F<sup>2</sup> test

The model is tested using F-square to measure the effect size on endogenous constructs. The test results show the data as in Table 3 as follows:

**Table 3. F<sup>2</sup> Test Results**

Consturct	<i>F Square</i>	Test Results
Work Motivation -> Lecturer Performance	0,173	<i>Moderat</i>
Organizational Culture -> Lecturer Performance	0,178	<i>Moderat</i>
Compensation x Work Motivation -> Lecturer Performance	0,000	-
Compensation x Organizational Culture -> Lecturer Performance	0,212	<i>Moderat</i>

Source: SmartPLS 4.0 processed data (2025)

Based on the table above, shows the F-square of work motivation construct → lecturer performance: 0.173 (moderate effect), F-square of organizational culture construct → lecturer performance: 0.178 (moderate effect), F-square compensation moderates the influence of organizational culture → lecturer performance: 0.212 (moderate effect), and F-square compensation moderates the influence of work motivation → lecturer performance: 0.000 (no effect).

### Q-Square Test (Q<sup>2</sup>)

PLS models are evaluated with R-Square, F-Square, and Q-Square Predictive Relevance. A Q-Square value > 0 indicates that the model has predictive relevance, while a value < 0 indicates otherwise. The following Table 4 is the result of the Q-Square calculation:

**Table 4. Inner Model (Q-Square Predictive Relevance)**

Construct	<i>Q-Square</i>	Test Results
Work Motivation	0,427	Great
Organizational Culture	0,513	Great
Lecturer Performance	0,393	Great
Compensation	0,524	Great

Source: SmartPLS 4.0 processed data (2025)

Based on the table above, it shows the Q-square value for the variables as follows: work motivation 0.427, organizational culture 0.513, lecturer performance 0.393, and compensation 0.524. This indicates that work motivation and organizational culture have a considerable level of prediction of lecturer performance when moderated by compensation.

### Path Coefficient Test Results

Testing the path coefficient shows that the correlation is rated as follows: less than 0.20 is insignificant, 0.20-0.40 is low, 0.40-0.70 is moderate, 0.70-0.90 is high, and 0.90-1.00 is very high, while a coefficient of 1.00 indicates a perfect correlation. The following Table 5 presents the results of the path coefficient of this study.

**Table 5. Path Coefficient Test Results**

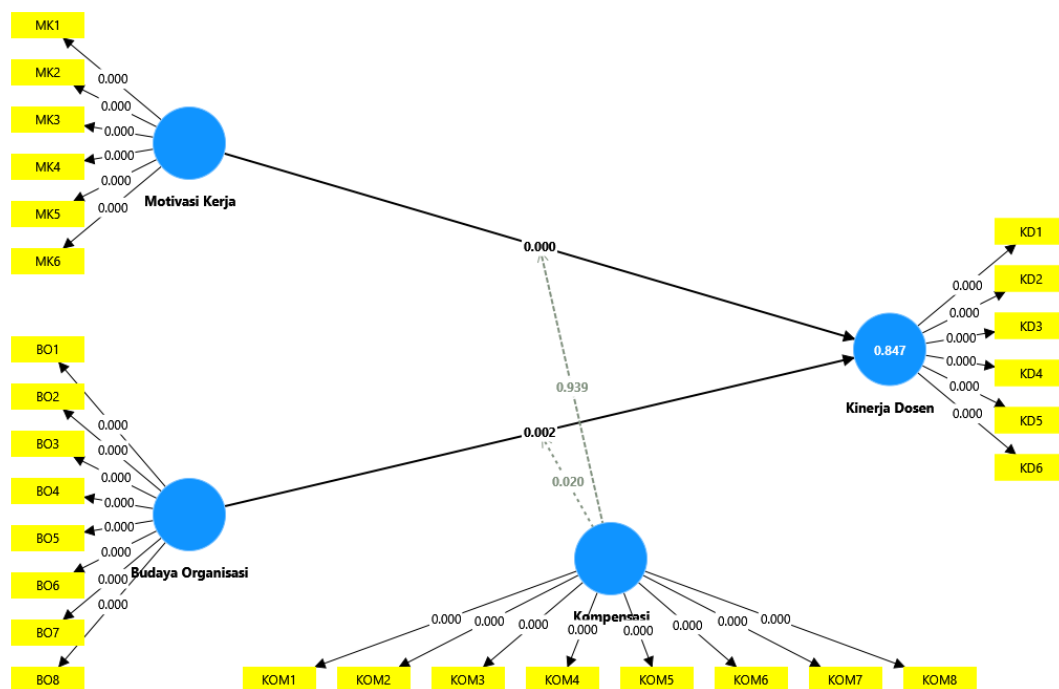
Konstruk	Path coefficients
Work Motivation -> Lecturer Performance	0,286
Organizational Culture -> Lecturer Performance	0,290
Compensation x Work Motivation -> Lecturer Performance	-0,006
Compensation x Organizational Culture -> Lecturer Performance	0,193

Source: SmartPLS 4.0 processed data (2025)

Based on the table above, all variable relationships show a low correlation. The path coefficient between work motivation and lecturer performance (0.286) and between organizational culture and lecturer performance (0.290) shows a weak positive influence. Meanwhile, compensation as a moderator on work motivation produces a coefficient of -0.006 (negative, very weak, and insignificant), and as a moderator on organizational culture produces a coefficient of 0.193, which also shows a small effect.

### Hypothesis Analysis

Hypothesis testing was carried out using the t-statistic and p-value through bootstrapping with SmartPLS version 3.0. The study uses a significance threshold p-value 0.05 and t-table 1.96 to determine whether the hypothesis is accepted or rejected. The test results can be seen in Figure 1.


**Figure 1: Final Research Model**

Based on Figure 1, the hypothesis testing value is obtained in the form of significance between constructs, namely the t-statistic value and p-values which have been recapitulated in Table 6 as follows:

**Table 6. Hypothesis Test Results of Direct Effect**

Construct	T Statistics	P Values	Test Results
Work Motivation -> Lecturer Performance	3,731	0,000	Significant
Budaya Organisasi -> Lecturer Performance	3,173	0,002	Significant

Source: SmartPLS 4.0 processed data (2025)



The first hypothesis shows that the relationship between work motivation and lecturer performance is significant, with a t-statistic of  $3.731 > 1.96$  and a p-value of  $0.000 < 0.05$ . This proves that work motivation has a significant influence on lecturer performance in private universities in Cianjur Regency.

The second hypothesis is also accepted because the relationship between organizational culture and lecturer performance is significant, with a t-statistic of  $3.173 > 1.96$  and a p-value of  $0.002 < 0.05$ . This proves that organizational culture has a significant influence on lecturer performance in private universities in Cianjur Regency. The following Table 7 presents the results of the moderating influence hypothesis test:

**Table 7. Hypothesis Test Results of Moderasi**

Konstruk	T Statistics	P Values	Test Results
Compensation x Work Motivation -> Lecturer Performance	0,076	0,939	Not Significant
Compensation x Organization Culture -> Lecturer Performance	2,331	0,020	Significant

Source: SmartPLS 4.0 processed data (2025)

The third hypothesis tested whether compensation moderates the effect of work motivation on lecturer performance. The test results show a t-statistic of 0.076 and a p-value of 0.939, so this hypothesis is rejected and implies that compensation does not provide a significant moderating influence in the relationship. Meanwhile, the fourth hypothesis examines the moderating effect of compensation on the relationship between organizational culture and lecturer performance. The test results show a t-statistic of 2.331 and a p-value of 0.020, so the fourth hypothesis is accepted, which means that compensation significantly moderates the relationship between organizational culture and lecturer performance in private universities in Cianjur Regency.

## DISCUSSION

### The Effect of Work Motivation on Lecturer Performance

The test results show that work motivation has a significant influence on lecturer performance (t-statistic 3.731, p-value 0.000), although the path coefficient of 0.286 indicates a low correlation, and the F-square value of 0.173 indicates a moderate influence. These results imply that lecturer motivation plays an important role in performance, but other factors also influence work outcomes. Respondent data shows that the level of work motivation in private universities in Cianjur Regency is in the moderate category with an average score of 3.16, where inadequate incentives are one of the obstacles. The findings support previous research by Kadir & Gugum (2013) and Dicky (2013) regarding the significant influence of work motivation on the performance of lecturers or employees.

### The Effect of Organizational Culture on Lecturer Performance

Based on the test results, organizational culture has a significant influence on lecturer performance with a t-statistic of 3.173 and a p-value of 0.002. The path coefficient of 0.290 indicates a low correlation, while the F-square value of 0.178 indicates a moderate influence. A strong organizational culture-through collaborative culture and professional development-plays a role in creating a productive work environment, although its influence is not as great as other factors due to challenges in engagement and adaptability that are still not optimal. The results of respondents' responses show that organizational culture in private universities in Cianjur Regency is in the medium category, with high consistency elements but low adaptability and involvement. This finding is in line with previous research such as Parulian & Hasibuan (2017) which states that organizational culture affects employee performance. These

results also support the findings of Giantari & Riani (2017) which reveal that organizational culture has a positive and significant effect on employee performance.

### **The Effect of Work Motivation on Lecturer Performance Moderated by Compensation**

The test results show that compensation does not moderate the relationship between work motivation and lecturer performance, as seen from the t-statistic value of 0.076 and p-value of 0.939. Although compensation can act as an additional motivational factor, this result indicates that compensation is not strong enough to influence the relationship. Respondents rated compensation at the Cianjur Regency Private Universities as moderate, where salaries were considered appropriate for responsibilities, but incentives and benefits were still inadequate. This finding implies that other factors such as professional recognition and interpersonal relationships have a greater influence on lecturer performance. These results are in line with previous research by Khofi & Jauhari (2023) and Arfananda (2023) which showed that compensation has no significant effect on employee performance through work motivation.

### **The Effect of Organizational Culture on Lecturer Performance Moderated by Compensation**

The test results show that compensation has a significant moderating effect on the relationship between organizational culture and lecturer performance, with a t-statistic value of 2.331 and a p-value of 0.020. Adequate compensation can strengthen the positive influence of organizational culture-which supports collaboration, self-development, and work effectiveness on lecturer performance. Although the average compensation is in the medium category, lecturers consider the salary and facilities received to be adequate, so that these rewards play a role in motivating lecturers to contribute better. This result supports the findings of previous studies such as Ratih (2022) which states that compensation can mediate the influence of organizational culture on job satisfaction. These results also support the findings of Najamudin & Andang (2023) which revealed that organizational culture has a positive and significant effect on lecturer performance through compensation.

## **CONCLUSION**

Based on the results of research on the effect of work motivation and organizational culture on lecturer performance with compensation as a moderating variable in private universities in Cianjur Regency, several main points can be concluded as follows:

1. Work motivation has a significant effect on lecturer performance, but it is not dominant because there are other factors that contribute. The level of work motivation of lecturers is moderate, with inadequate incentives as the main obstacle.
2. Organizational culture plays a role in improving lecturer performance, especially through collaboration and professional development
3. The influence of organizational culture on lecturer performance is not too strong because aspects of involvement and adaptability still need to be improved.
4. Compensation does not strengthen the relationship between work motivation and lecturer performance, as other factors such as professional recognition are more influential. Compensation strengthens the relationship between organizational culture and lecturer performance, especially if the work environment supports productivity.

This conclusion suggests that in addition to compensation, other aspects such as professional recognition and a strong organizational culture also play an important role in improving lecturer performance.



## ADVICE

Based on the results of research on the effect of work motivation and organizational culture on lecturer performance with compensation as a moderating variable, the authors provide several main suggestions as follows:

1. Increase lecturers' work motivation through competitive incentives, performance based rewards, and a work environment that supports professional development.
2. Strengthen organizational culture by increasing lecturer involvement in decision-making, skills development programs, and creating a more collaborative work environment.
3. Optimize compensation policies by evaluating salaries, allowances, and facilities to make them more fair and in line with lecturers' responsibilities.
4. Increase rewards and recognition in the form of academic recognition, research opportunities, and performance-based awards as additional motivational factors.
5. Encourage a productive work environment with better facilities, transparency of academic policies, and support from university leaders.
6. Conduct further research by expanding the scope of the study and considering other variables such as leadership and work-life balance.

These suggestions are expected to help improve the performance of lecturers in private universities, both through motivation, organizational culture, and a more optimal compensation system

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