Optimizing Performance through Organizational Culture and Work Spirituality: Empirical Study of Lecturer Performance in Private Institutions of Higher Education in Indonesia

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Abstract--- Performance is a topic in the field of human resource management that persistently becomes a main issue. Quality performance is the final result expected by every organization. This study aims to generate a model of performance optimization with servant leadership through organizational behavior and work spirituality. The subjects of this study were 147 private university lecturers in Indonesia. Quantitative methods were employed in this study using exploratory factor analysis (CFA) and SEM by using Lisrel 8.8 software. The results of this study indicate that sevant leadership has no direct effect on lecturer performance. However, servant leadership has a significant effect indirectly on the performance of lecturers through organizational culture and work spirituality. The results of this study can be used as a practical guide to improve the performance of lecturers in the organization.

Keywords--- Servant Leadership, Organizational Behavior, Work Spirituality, Performance Lecturer, Private Institution, Higher Education.

I. INTRODUCTION

Globalization has a significant effect on all aspects of the role of human life. To deal with this, competency and high-quality human resources are needed in order to ensure that private institutions of higher learning are considered formal educational institutions, and possess authority, and legal capacity to prepare human resources are ready to compete in facing globalization.

Increasing the ability to manage and develop tertiary institutions is considered increasingly important, including by using modern management principles in an effort to provide excellent service to *stakeholders* (Noland &Richarads, 2015; Alonderiene&Majauskaite, 2016). *Stakeholders* here are those who act as mediators as well as the spearhead of the series of higher education systems and otherwise known as lecturers. Implementation of the duties and responsibilities of lecturers is required to show optimal performance through success in completing assignments and given responsibilities. There are three basic elements that generally affect lecturer performance, namely psychological factors, individual factors and organizational factors (Newman et al, 2017).

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Organizational aspects play a dominant role in the development of individual factors and lecturers' psychological factors.

This is due to organizational policy and interaction being the basis for developing self-competence in lecturers, as teaching staff and educators (Khan, Khan, & Chaudhry, 2015). Leadership is also an integral part of organizational factors that influence (Huber, 2013). Alghamdi, Topp, & Al Yami, (2018) in their research stated that many studies have proven empirically about the application of leadership style practices such as charismatic leadership, transactional leadership, situational leadership that support the improvement of individual and organizational performance.

Reed (2015) and Walumbwa et al (2010) revealed that one of the most effective leadership styles that affects many variables is the serving style of leadership. Huber (2013) and Alonderiene&Majauskaite(2016) illustrates that leadership that serves seeks to be more actively involved in prioritizing service to followers, taking a holistic approach and opening up to empathize with followers' problems and trying to develop role models, foster trust, ethical values and moral values for followers.

The difference with other leadership styles is that servant leadership puts the leader behind by trying to serve his followers so that followers want to achieve organizational goals more voluntarily. This difference in position will also lead to changes in organizational culture (Batten, 1998; Bausch, 1998).

Servant leadership has been shown to empirically increase organizational commitment and reduce the potential for horizontal conflict among multilevel managers (Koyuncu et al, 2014). This positive change also occurs in the increase in employee loyalty which is reflected in employees willing to work beyond a predetermined job desk and willing to work overtime until late at night (Hoch et al, 2018). Servant leadership is also closely related to organizational justice, and in return employees will increase their involvement and contribution to organizational activities (Pounder, 2008; Khan, 2010).

Davis & Maldonado (2015) provides a conceptual picture of how the correlation between servant leadership and job satisfaction and spiritual work as a moderator. A leader who can give meaning in coaching his followers tends to feel more satisfied than a leader who has no spiritual content in doing things that are considered good.

Alonderiene&Majauskaite(2016) states that the encouragement of spirituality at work helps creativity, service, honesty and trust, personal satisfaction, and commitment, which will ultimately lead to an increase in organizational performance. Reid (2010) and Hoch et al, 2018 stated that organizations that encourage work spirituality experiences will significantly improve organizational performance and their profitability.

This study aims to form a model of leadership servant private university lecturers in Indonesia. Researchers are interested in exploring lecturers' discussion at the university because the university has a vision, mission and goals that are different from business organizations, and the work of lecturers has characteristics and dynamics that are different from other professions.

To the author's knowledge there has never been a study of the interaction of these variables and their application in human resource management systems in tertiary institutions.

II. THEORETICAL REVIEW

Servant Leadership

According to Greenleaf (2003) and Kreitner&Kinicki (2008: 261) leadership that serves can be said to be true if the main motivation is to help others, to place the needs and interests of others above self-interest. Leadership in the ministry seeks to focus on directing followers to develop better, wiser, more comfortable and more autonomous so that followers will voluntarily assume more responsibility (Lussier&Achua, 2010: 313). Previous research has shown that servant leadership has directed followers to work beyond the main task. (Reed 2015; Walumbwa et al. 2010).

The concept of servant leadership put forward by Spears (2010) explains 10 characteristics of the dominant servant leader that is listening, empathy, healing, awareness, conceptualization, persuasion, foresight, openness, commitment and building community.

Another concept of servant leader characteristics according to Patterson (2003: 2) is that servant leadership is about the focus of the leader to his followers, the attitude and behavior of leaders is in harmony with the focus of followers. This is known as the agapao attribute of a servant leader evident by showing love *(*agapao love*)*, humility, altruism, and has a vision for his followers, trust, empowerment and service.

Organizational culture

Walker &Aritz (2015) defines organizational culture closely related to the way agreed upon in understanding life and membership in organizations that bind members and influence thoughts about self and work. Hartnel et al., (2016) states that organizational culture must be able to provide opportunities for employee engagement, and organizations must open themselves to receive input, promote organizational stability through the implementation of organizational regulations, facilitate adaptation and shape the behavior of members. If these four functions are fulfilled, organizational culture functions as social glue that helps strengthen behavior and coordinate employees in the workplace.

Organizational culture is related in the effort to create a humanist work environment. This is consistent with Stam's (2017) research in which organizational culture provides a clear direction in the framework so that it encourages work processes, as well as facilitates the connection of feelings with co-workers while providing a feeling of togetherness and comfort.

Organizational culture has also been shown to improve organizational performance and individual performance and serves as a key driver of competitive advantage (Bortolotti, Boscari, &Danese, 2015). The establishment of competitive advantage is intended if the organizational culture accommodates the aspirations of members to remain loyal if there is a change in organizational policy.

Manojlovich&Ketefian (2016) added commitment and consistency in carrying out the organization's mission as an indicator that shows contributions to organizational performance and employee job satisfaction.

Spiritual Work

Spiritual work in this context is defined as the basic values and meanings that underlie life, both worldly and inhumane, consciously or unconsciously increasing commitment to the values and meaning of life (Crisp, 2017: 33).Work spirituality is also described as someone's sincere attempt to search for truth through transcendent reality to try to serve others as a framework and search for meaning and a series of their beliefs (Oxhandler&Pargament, 2014).

Spirituality is related to the state of the search for sincere values and expressions of meaning in life related to the contribution of positive values to others as well as something more noble than one's self-interest (Poston & Turnbull, 2004). Spirituality has a strong correlation with individual well-being such as feeling the need to contribute to the organization, maintaining good relations, a sense of family and mutual support with colleagues.

Lecturer Performance

Lecturer performance is defined as the work achieved by the lecturer in a certain period of time as a form of his responsibility towards the duties and obligations imposed covering the fields of education and teaching, research and development, community service (Anra&Yamin, 2017;Ali, Sukoco, &Suaedi , 2018; Law No. 14/2005 and Law No.12/2012). The results of lecturers' performance aredetermined by psychological factors of emotional intelligence. Individual emotional intelligence differences have the potential to contribute to a better understanding of the implications of effective policy changes that occur in an organization (Bolkan, Goodboy, & Griffin, 2011).

In the context of lecturers in Indonesia based on Law no. 14 (2005) and Law No. 12 (2012) lecturers' performance is influenced by the fulfillment of three elements namely education and teaching, research and development, and community service. Detailed explanation of the three elements is the fulfillment of the quality and quantity of lectures, able to motivate students, use varied teaching media, actively conduct research, develop scientific semination and publication (Putra, Suib& Ali 2015; Pardiman et al, 2017)

Hypothesis Development

In its application servant leadership greatly influences the task performance *of* employees mediated by organizational citizenship behavior (Chiniara&Bentein, 2016). However, more specific research on the involvement of women workers in cooperatives in East Java, found by Harwiki (2016) that servant leadershiphas a significant influence on organizational culture, organizational commitment and group performance but has no significant effect on individual performance when mediated by OCB. Bortolotti, Boscari, &Danese, (2015) found that the effectiveness of organizational culture formation was significantly influenced by individual initiative, integrity, gender, ethical perceptions and leadership style.

FurthermoreOxhandler&Pargament(2014) and Khan, Khan &Chudury (2015) found that there was a significant correlation between leadership style, on self-efficacy, spirituality and positive impact on job satisfaction by using intervening variables such as age, education level and gender. Other research shows that one's spirituality is predominantly influenced by people closest to an individual like parents and friends, respected people such as

teachers, and work superiors, and people who are idolized such as artists, heroes, leaders of countries and so on.Crisp(2017: 97).

Hence, the proposed research hypotheses are:

H1: servant leadership has a positive effect on lecturer performance

H2: servant leadership has a positive effect on organizational culture

H3: servant leadership has a positive effect on work spirituality

Anra&Yamin's research (2017) and Alvinus (2019) state that teacher or lecturer performance is closely correlated with ethical perceptions, career planning, promotion opportunities and organizational environment. Meanwhile, according to Reed (2015) organizational citizenship behavior significantly affects performance, but in the same a study also revealed that the nature of followership degrades performance. This indicates that organizational elements have positive and negative effects on lecturers' performance.

Likewise, with the spiritual work, that many people who choose the profession as a teacher or lecturer on the basis of sincerity, want to provide services to many people or disseminate the knowledge they have (Alvinus, 2019; Crisp, 2017). On the other hand, the sincerity of doing for others is a form of actualizing self ethics and triggering self-efficacy (Hoch et al, 2018; Hartnell et al, 2016). That is also the cause of the arising of its own satisfaction and will ultimately improve one's performance (Ivtzan et al, 2013; Newman et al, 2017).

Therefore, the proposed research hypotheses are:

H4: Organizational culture has a positive effect on employee performance

H5: Spiritual work has a positive effect on employee performance

Method

This study was aimed to test hypotheses using quantitative explanatory research methods, which focus on explaining inter-variable interactions. Data was collected by survey techniques to confirm theoretical and empirical models that are formed on the basis of theories and findings related to servant leadership, organizational culture, and work spirituality on lecturer performance. Survey was conducted *purposively* on 350 private university lecturers in 20 provinces in Indonesia within a period of seven months, from October 2018 to May 2019. The interview via questionnaire was sent via e-mail and a short message on whatsapp messenger containing an online survey questionnaire link to be filled in by the target sample. The questionnaires that were responded to and sent back were 147 or around 33% the total questionnaires.

The analysis technique that researchers used in this study was Structural Equation Modeling (SEM). Each indicator on each variable function to define or represent the variable and the variables used are interconnected and depend on one variable to another. To conduct SEM analysis techniques, this study used the LISREL version 8.80 program. SEM analysis makes it possible to measure constructs indirectly, through its indicators and to analyze indicator variables, latent variables, and their measurement errors. So, this method will provide clarity of relationship and the magnitude of influence between research variables which in this case is very useful to explore in

more detail the various factors that can increase contributions to the performance of lecturers at private universities in Indonesia.

Results

To obtain reliable quantitative analysis results, a valid and reliable instrument is needed. To fulfill this, the instrument that has been developed needs to be tested for the construct validity. Theoretically, the construct validity test has been carried out in the process of developing instruments, namely by developing operational definitions based on the theory up to the writing of the grid and the research instrument. It appears to be *multivariate* meaning the data was declared normal. The p- *value*, *Kurtosis*, and *Chi Squarevalues* are higher 0.05. It shows that the assumption of normality has been fulfilled and testing can still continue.

Table 1: Results of Multivariate Normality

Skewness			Kurtosis			Skewness & Kurtosis	
Value	Z-Score	P-value	Value	Z-Score	P-value	Chi-Square	P-value
23,016	1999	0.046	2,429	0.779	0.436	4,602	0.100

Furthermore, in order to meet the validity and reliability testing of the model construct empirically, it is necessary to test using the Confirmatory Factor Analysis (CFA) model on the measurement model of the standard loading factors measured variables against latent variables. In the first test, a p-value of 0.04157 was obtained. Since, it still did not exceed the cut-off value of 0.05, modifying the important model was carried out. Modification was done by correlating the PERF04 indicator with PERF03 so that it reduced the value of chi square in one construct. This is in accordance with Ali, Sukoco&Suaedi, (2018). After modification, it appeared that the identification of the CFA measurement model has been fit with the Chi-Square value of 95.45 with df 83, p-value of 0.16522 and RMSEA of 0.028.
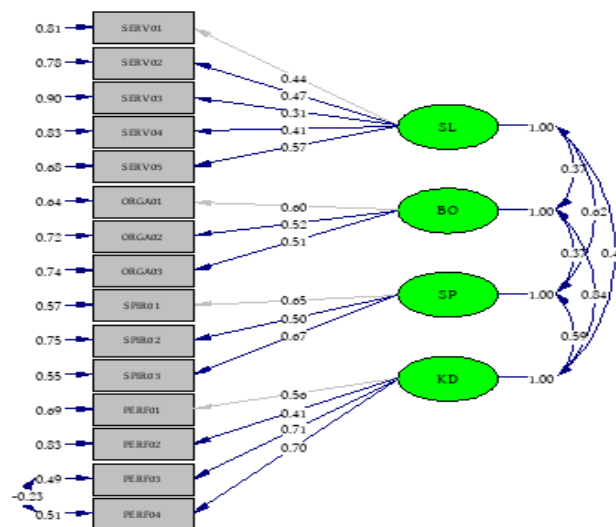
Chi-Square=95.45, df=83, P-value=0.16522, RMSEA=0.028

Figure 1: CFA Model

After a fit measurement model was obtained, a structural model was identified. This estimation also simultaneously tested the required statistical requirements and tesed the research hypothesis. It can be seen in the figure below that the *Chi Square* value is 96.51 at df of 84 with a p- *value* of 0.16559 (> 0.05) and an RMSEA of 0.028 (<0.05). It appears that the structural model is fit. The following are estimation results for identification of structural models.

Table 2: Cut-off value

Model	df	Obtained Value					
		p	GFI	RMSEA	AGFI	PGFI	ECVI
Overall fit model	83	0.078	0.094	0.95	0.91	0.66	2.86
Cut-off Value							
	≤ 5	≥ 0.05	≥ 0.90	≤ 0.08	≥ 0.90	≥ 0.60	≥ 0.86

Chi-Square=96.51, df=84, P-value=0.16559, RMSEA=0.028

Figure 2: Conceptual Framework

Chi-Square=96.51, df=84, P-value=0.16559, RMSEA=0.028
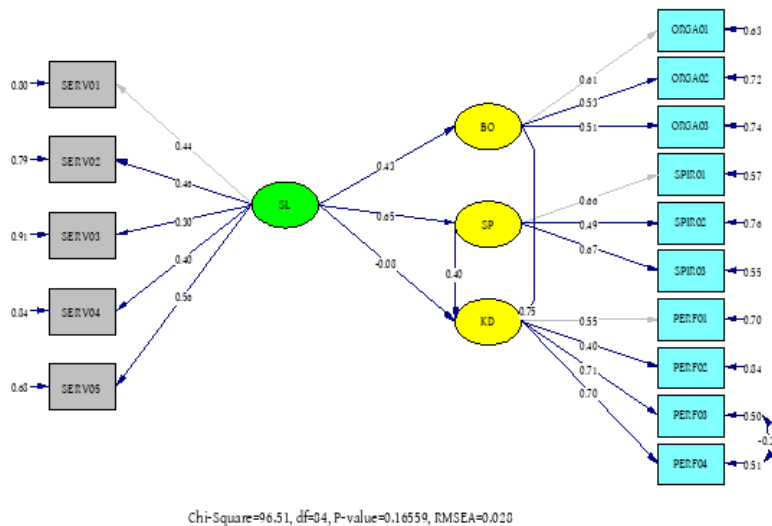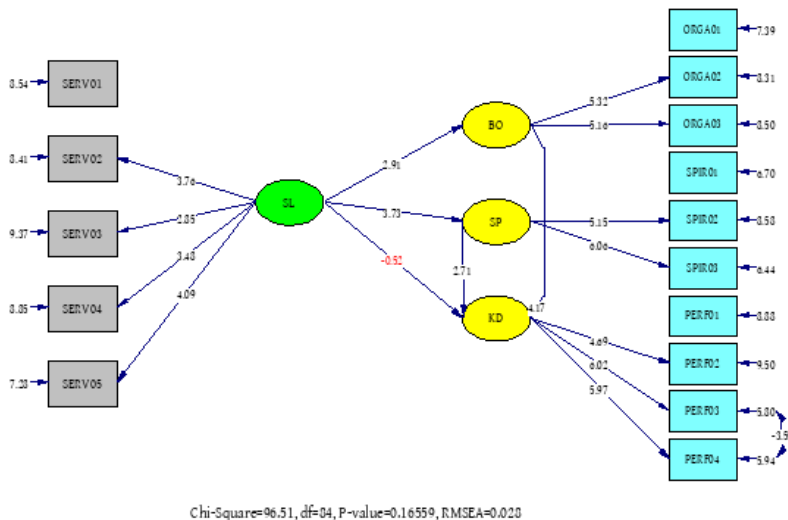
Figure 3: Path Diagram

Hypothesis testing by taking into account the t-$_{value}$ in the following structural equation. Based on testing hypothesis 1, the t-$_{value}$ was -0.52. It means there is no direct effect of the Student Leadership on Lecturer Performance. Hypothesis 2 testing was the effect of servant leadership on Organizational Culture obtained t-$_{value}$ of 2.91, then there is a significant influence between servant leadership on Organizational Culture. Hypothesis 3 testing was testing the effect of servantleadership on Work Spirituality. The test results obtained t-$_{value}$ of 3.73 which means that there was a significant influence of Leadership on Work Spirituality. Testing hypothesis 4 was testing the effect of Organizational Culture on Lecturer Performance and obtained a t-$_{value}$ of 4.17, so it is proven that there is a significant influence of Organizational Culture on Lecturer Performance. Against hypothesis 5 was tested for the effect of Work Spirituality on Lecturer Performance. The test obtained a t-$_{value}$ of 2.71, and proved that there is a significant influence between Work Spirituality on Lecturer Performance.

Here are the results of estimations with LISREL about direct effects, indirect effects and total effects.

Table 3: Direct, IndirectandTotal Effect

	Direct	Indirect	Total
Serving Leadership			
Organizational culture	2.91	-	2.91
Spirituality Work	3.73	-	3.73
Lecturer Performance	-0,52	2.93	3.29

The results in Table 3 show that there is no influence indirectly between servant leadership to servant leadership and Organizational Culture of the Spirituality of Work because it is visible from the path diagram. While servant leadership on Lecturer Performance is indirect, namely through Organizational Culture or through Work Spirituality and is indirect and has a t-$_{value}$ of 2.93> 1.96 which means significant. There is a significant indirect effect of servant leadership on lecturer performance.

III. DISCUSSION

The results of quantitative analysis show the SEM model is good enough to describe this research model. Based on the results of the analysis it was found that the influence of servant leadership on the formation of lecturer performance did not occur directly, but rather through organizational culture and spiritual work. Servant leadership encourages lecturers to perform their tasks better and build organizational values so that lecturers do their jobs well, honestly and improve their performance.

Leadership serves an effective role in moving individual lectures to behave in the direction of achieving organizational goals, through the process of influencing, directing and motivating (Newman et al, 2017). Servant leadership was found to have an effective effect on encouraging the birth of positive lecturers' attitudes, both in the form of spiritual work and organizational culture. Leaders who serve must be more able to enrich themselves with a conscience to serve voluntarily, build sportsmanship, altruism, courtesy, and civil virtues of employees.

Organizational culture is an effective means to encourage organizational effectiveness. Organizational culture serves as social glue that helps strengthen the faculty behavior in the workplace. The results of this study support Wagner & Hollenbeck (2010) that organizational culture can improve performance and function as a valuable source

of competitive advantage through four basic functions namely strengthening organizational identity, facilitating joint commitment, increasing organizational stability and shaping member behavior by understanding each other's work environment (Anra&Yamin, 2017).

Organizational culture is proven to function as social glue that helps strengthen, coordinated behavior in the workplace. Thus, organizational culture can improve performance and function as a valuable source of competitive advantage (Stam, 2017). A strong organizational culture will help the organization to provide certainty for all lecturers to develop together. If the process of internalizing the organizational culture into a personal culture has been successful, it will help in optimal employee performance improvement (Vondey, 2010).

The spirituality of work in the context of this study is aboutthose who see lecturers as professionals that provide energy to serve meaningful spiritual satisfaction. Spiritual work is also seen as an opportunity to develop oneself mentally by contributing to others in a meaningful way. Work spirituality is the value of being more caring, having integrity, being honest with fellow colleagues, superiors and students, so that they are more fullyliving positive values at work(Bortolotti, Boscari&Danese, 2015).

Spirituality in the workplace is proven to involve individual efforts to identify goals in the sincerity of meaning in life (Mendez &Busenbark, 2015). Moreover it is to develop strong relationships with colleagues and even other people who are related to work such as students and encourage consistency and harmony between self-confidence and the values of their organizations (Harwiki, 2016; Ivtzanet al, 2013)

The findings of this study are in line with Karakas (2010) where spirituality increases increasing morale, commitment and work productivity while at the same time decreasing work stress and lecturer fatigue. Spirituality creates deeper understanding between superiors and subordinates, to understand the meaning and essence and their goals in the workplace present(Koyuncuet al, 2014).Work spirituality encourages a sense of community with colleagues; increase the intensity of their attachment to work and their loyalty as an integral part of the organization (Mendez &Busenbark, 2015)

The interaction of this model supports the profession of lecturers who can contribute to the spiritual development of someone who contributes to their performance.This model also encourages strong relationships with colleagues and other people related to work such as students and helps the consistency, alignment and trust of lecturers with organizational values (Davis & Maldonado, 2015). Thus, it will contribute to the performance of lecturers by ensuring the carrying out of teaching assignments using a variety of methods and innovating lecture materials, attending discipline in class according to the schedule, and giving values objectively (Hartnellet al, 2016)

In addition to having performance in the classroom, lecturers must also have and conduct research with the quality and quantity of research published in reputable international and national journals or book series and must apply their knowledge to the interests and progress of society (Hoch, 2018)

IV. CONCLUSIONS

Based on statistical testing it can be concluded that there is no direct effect between the application of servant leadership to the formation of performance improvement of private tertiary lecturers in Indonesia. However,servant

leadership significantly influences work spirituality and organizational influence. This influence shows the importance of the role of a leader who serves can contribute to the organizational culture and work spirituality of lecturers. Meanwhile, organizational culture and work spirituality were significantly proven to influence lecturer performance. So it can be concluded that this model has proven to be effective in explaining the influence of servant leadership on improving lecturer performance if through improving work spirituality and organizational culture.

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