

Adaptive Culture as an Important Predictor of Improving Lecturers' Performance

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Abstract: - Lecturer performance is a crucial aspect of efforts to ensure quality management from tertiary institutions. Lecturer performance is a responsibility of their profession to provide results according to their function as educators in teaching and learning activities which are very important in learning. This study aims to analyze why and how the direct effect of Adaptive Culture on lecturer performance. This research was conducted in the work area of Higher Education in Lampung. The type of research used is quantitative research with a "cross-sectional" approach, and the analysis used is path analysis with statistical tests using SEM. This study aims to obtain the results of the influence of Adaptive Culture on Lecturer Performance in Lampung Province. The sampling technique in this study used a total sampling technique. All subjects who were there when the researcher came had the same opportunity to be selected as a sample. The sample was taken from the lecturer population at the Higher Education Institutions in Lampung Province. The authors directly observed all respondents related to Adaptive Culture and Lecturer Performance. The measurement scale used is the Likert scale. Then it is translated into variable indicators then these variable indicators are used as benchmarks for compiling instruments in the form of questions. Based on the calculation results, Adaptive Culture affects Lecturer Performance by .038. It can be concluded that Adaptive Culture has a positive and significant effect on lecturer performance.

Key-Words: - Adaptive Culture, Performance, Lecture, and Business World

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1 Introduction

Lecturer performance is essential in efforts to ensure quality management from tertiary institutions. Lecturers' performance is a responsibility of their profession to provide results according to their function as educators in teaching and learning activities which are very important in earning. Lecturer performance is the main determining factor in achieving a university's competitive and comparative advantage, [1], [2], [3]. Thus, tertiary institutions' efforts to maintain competitive and comparative advantages can be carried out by implementing *Beban Kerja Dosen (BKD)/Lecturer Workload* for each lecturer. BKD measurement aims to make the performance of the lecturers follow the goals and objectives of the Higher Education standard, [4].

Enactment of lecturer BKD will support the creation of a lecturer climate following Dikti

(Higher Education) standards, encourage performance excellence, strengthen the scientific ethos that upholds the nature of the institution as a learning center that keeps up with the times, and creates new creations. In Indonesia, several tertiary institutions, especially those that have been accredited as "A" institutions, have started to review the BKD to perform better not only in terms of output but also outcome to manage the quality of the performance of lecturers, [5], [6].

In education, "the man behind the system" applies, which means that humans are the determining factor in the strength of education. Lecturers are people who teach at tertiary institutions and determine the birth of a new generation that is ready to compete in the current era of globalization, [7].

Lecturers carry out teaching activities according to their responsibilities to the expected results can be said to be good quality education. The lecturer's

duties and functions cannot be separated from the Tri Dharma of Higher Education, namely education, research, and community service activities, [8]. Lecturers in tertiary institutions have a strategic role, one of which is related to students.

Lecturer performance is a responsibility of their profession to provide results according to their function as educators in teaching and learning activities which are very important in learning. Lecturers must adapt to lecturer performance demands. Lecturers must have habits to keep up with changes.

Adaptive culture is an adaptability culture characterized by values that support a company's ability to detect, interpret and translate signals from the environment into new behavioral responses. This kind of culture often appears in environments that require fast response and high-risk decision-making. Adaptive culture can build elements that enable the achievement of lecturer performance outputs and outcomes, [9], [10].

There is a practical knowledge gap in previous research on adaptive culture and lecturer performance. There is a scarcity of research involving aspects of both variables in the prior literature. There are few practical or research studies in the area of these variables. This is important and worthy of investigation in developing knowledge of aspects that affect lecturer performance. The research on this problem is essential because lecturer performance can be influenced by many things and can be strengthened by various factors and adaptive culture factors. Furthermore, previous theoretical research focused on pure management and business studies is very little practical research has been carried out on aspects of education in organizing and managing education as the element in maintaining the quality of Indonesian human resource education in the future.

Education is armed with knowledge about adaptive culture so that lecturers can look far ahead to problems in the world of education to prepare human resources who have a highly adaptive culture. However, the phenomenon that arises is that research examining the importance of lecturers having an adaptive culture that affects the lecturer is still rare.

The role of adaptive culture is essential concerning the performance of lecturers as a whole to deal with challenges and changes of a different nature. Lecturers, over the past few years, have received increasing attention from the government regarding education which emphasizes the importance of carrying out effective and competent roles to accomplish educational goals, [11].

Lecturers are responsible for the quality of student graduates. In addition, they must deal with the internal and external expectations that arise from different locations. Carrying out this responsibility requires an expectation of success in several additional function areas, [12]. Adaptive culture does not belong to one discipline. Adaptive culture becomes part of all facets of life in which the world is globalized. The research setting is only where the data collected is analyzed. However, adaptive culture belongs to everyone, including business people, [13].

Adaptive culture becomes essential in corporate sustainability. In the current era of globalization. Companies need to have an adaptive culture. An adaptive corporate culture can improve performance and a progressive mindset that can adapt the organization to a continuously evolving environment, [14].

Intercultural communication in business is essential to know one's character. For example, when a subordinate wants to meet his boss, he usually wears neat clothes, speaks with a smile, and performs other manners. Especially in international relations, people should understand cultural differences to maintain the smooth running of proliferating business cooperation. This has become a culture in the business world, [15].

This study aims to analyze why and how does Adaptive Culture directly affect lecturer performance?

2 Method

This research was conducted in the work area of Higher Education in Lampung. The type of research used is quantitative research with a "cross-sectional" approach, and the analysis used is path analysis with statistical tests using SEM. This study aims to obtain the results of the influence of Adaptive Culture on Lecturer Performance in Lampung Province. The sampling technique in this study used a total sampling technique. All subjects who were there when the researcher came had the same opportunity to be selected as a sample. The sample was taken from the lecturer population at the Higher Education Institutions in Lampung Province. The authors directly observed all respondents related to Adaptive Culture and Lecturer Performance. The measurement scale used is the Likert scale. Then it is translated into variable indicators used as benchmarks for compiling instruments in the form of questions. All items are in English. To meet the readability requirements items, the researcher

received the assistance of a language interpreter expert.

Questionnaire items are compiled and distributed electronically with Google Forms. The choice of the Google Forms electronic application included that this research was carried out during a pandemic. The population was considered homogeneous. This rule is also commonly used in analysis where questionnaires are distributed via electronic networks such as email and Google Forms. The data analysis technique consists of two types of assisted by SPSS and Amos Version 23.

The collected data were analyzed using the concept of Structural Equation Modeling of Confirmatory Factor Analysis. Structural Equation Modeling is to answer multi-dimensional management, industrial engineering, psychological, and social research to explain various practical phenomena through different dimensions or indicators, and complex model research impacts "complicated" decision-making processes. This complexity increases because there are various tiered patterns of causality whose practical terms are relatively complicated. This complicated relationship can be interpreted as a series of relationships that are built between one or several endogenous variables with one or several exogenous variables and can also be more than one exogenous variable, where each endogenous and exogenous variable is in the form of a factor or construct built from several indicators (manifestations) directly observed.

Below is the demographic of the respondents presented in Table 1.

Table 1. Respondent Demographic Data

No	Data	Total	%
1	Marital Status		
	Single	10	5
	Married	193	95
	Total	203	100
2	Lectures Certification		
	No	53	26
	Yes	151	74
	Total	203	100
3	Age		
	>59	25	12
	20-29	9	4
	30-39	100	49
	40-49	46	23
	50-59	30	15
	Total	203	100
4	Education		
	Magister	174	86
	Doctor	29	14
	Total	203	100
5	Tenure (Years)		
	< 1	3	1
	1-4	29	14
	5-9	59	29
	10-15	57	28
	>16	55	27
	Total	203	100
6	Academic Level		
	Expert Assistant	83	41
	Lector	96	47
	Associate Professor	19	9
	Professor	5	2
	Total	203	100

Source: Research Data, 2022.

Demographic data in Table 1 informs about the representativeness of the respondents. Therefore, the data is appropriate for the basis of this study. Next, the researcher presents a summary table of match tables, as shown in Table 2.

3 Result

Table 2. The Goodness of Fit Index

No	The goodness of Fit Index	Cut off Value		Criteria
		Parame ters	Obtai ned	
1	CMIN/DF	< 3	1,648	Good Fit
2	CFI	≥ 0,90	0,770	Acceptable Fit
3	TLI	≥ 0,90	0,763	Acceptable Fit
4	NFI	≥ 0,90	0,572	Acceptable Fit
5	RFI	≥ 0,90	0,559	Acceptable Fit
6	IFI	≥ 0,90	0,772	Acceptable Fit
7	RMSEA	≤ 0,08	0,056	Good Fit

Table 2 shows the results of good fit and acceptable fit, which means that the data presented can be interpreted. Next, the researcher presents Standardized Regression Weights: (Group number 1 - Default model). The estimated standard regression weight can be seen in the estimation table column. The Standard method controls for reporting parameter estimates (correlations between exogenous variables and standard regression weights). When used with the sample moments method, it regulates the reporting of sample correlations. When used with the implied moments or all implied moments methods, these methods control the reporting of implied correlations.

Table 3. Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
KD	<---	AC	,038

Source: Research Data, 2022.

In statistics, standardized (regression) coefficients, also called beta coefficients or beta weights, are estimates from regression analysis in which the underlying data has been standardized so that the variances of the dependent and independent variables equal 1. Next, the researcher presents Standardized Direct Effects (Group number 1 - Default model). Based on the calculation results in Table 3, Adaptive Culture (AC) affects Lecturer Performance (KD) by .038.

4 Discussion

4.1 Adaptive Culture and Lectures Performance

Adaptability culture is characterized by values that support the university's ability to detect, interpret and translate into new behavioral responses. This kind of culture often emerges in environments that require quick and high-stakes decision-making, [16].

University culture (corporate culture) is shared beliefs, values, beliefs, and norms that characterize the university and are followed by university members. Culture provides a standard frame of reference for university members that can be used to interpret events and facts in the university environment, [17].

Culture sends messages to people inside and outside the university about how business is done. It is rooted in an organization's purpose, strategy, structure, and approach to its workforce, customers, investors, and the wider community. Thus, culture is an essential component in the ultimate success or failure of a company, [18].

Closely related concepts are university ethics and university image. University ethics state the university's values, while the university's image is the public's perception of the university's culture, [19]. Organizational values and norms permeate everyone in the organization. This then guides behavior and controls how people interact with each other and stakeholders outside the organization, [20]. No matter how long it takes to adjust, learning a new cultural environment makes it easier to get along with other members, [21].

What factors differentiate the culture of one university from another? University culture varies due to differences in the hierarchical levels, the cultural background, and the direction of the university. These factors shape the cultural characteristics of each university, [22]. For example, regarding orientation, some universities are more people-oriented, while others are task-oriented. In a people orientation, cultures tend to prioritize people when making decisions and believe that people drive performance and productivity, [23]. Meanwhile, the culture emphasizes efficiency and quality to encourage performance and productivity. Interaction between members of the organization is more rigid and bureaucratic, [24].

Because it shapes attitudes and behavior, culture can be energy towards a common goal. It encourages lecturers to work hard to achieve targets but feels good about doing it. Therefore, culture influences their (and the university's) productivity and performance, [25].

The image of the university in the eyes of stakeholders also depends on the university's norms and standards for creating value. When a university demands that its professors respect customers, it makes a positive impression. Providing outstanding customer service requires a culture and mindset that accentuates excellent service and problem-solving. Likewise, when a university puts forward

environmental issues, the public will see it as a positive behavior, [26], [27].

Ultimately a mixture of cultures aligned with strategy and leadership drives positive results. Conversely, an ineffective culture can reduce organizational performance. High absenteeism, high turnover, and poor relationships are examples of the impact of a culture. It's all detrimental to the university, [28].

Over time, cultures and systems become established. It wasn't bothered when some people left the University or when some new lecturers. Even though it has been established, the university culture is still flexible to change. For example, executives are pursuing radical changes in university direction to adapt to a dynamic business environment. This change requires them to develop a new culture that is more appropriate, [29].

It is possible to categorize organizational culture as (1) Integrative culture: which emphasizes consensus and consistency, predictability, and clarity. This integration brings unity, certainty, and clarity to the work experience. (2) Differentiated culture: tolerates subcultures with some variation in values and behavior. Subcultures develop that have internal consensus about fundamental values and assumptions but differ widely between each subculture. This often results in inconsistency across the organization. (3) Fragmented culture: allows diversity to be the rule rather than the exception. There are many interpretations of values and premises, which generate significant ambiguity. This ambiguity can arise from rapid changes within organizations, the growing diversity of the workforce, and an increasingly global environment.

As stated by Mangkunegara that the term performance comes from the word job performance or actual performance (presentation of work results or real achievements achieved by a person), namely the quality and quantity of work (output) performed by a lecturer in carrying out his duties, [30]. Obligations of duties by the responsibilities assigned to him. Performance is the level of results or execution of a particular task. This understanding is based on lecturer performance, namely the grade of results or implementation of lecturer duties in carrying out their duties and responsibilities as educational staff at a tertiary institution, [31].

Lecturer performance is the work achieved by lecturers within a certain period under their authority and responsibilities as academic operating staff. The success of one's performance is influenced by many factors, both internal (from within) and external (from outside). Lower's opinion provides an overview of the five factors that affect individual

performance: (1) self-esteem. (self-esteem), (2) experience, (3) actual situation, (4) individual personality (personality), (5) relationships with other people (communication from others), [32].

The performance of lecturers is very dependent on the performance of lecturers and other lecturers as well as existing stakeholders. Lecturers who can establish good communication with campus residents will achieve success in their performance and vice versa. Dessler mentions six ways to assess the performance of a person, namely: (1) the assessment is carried out by the closest leader of the study program (leader), (2) the assessment uses peer assessment, (3) the assessment is carried out by the assessment committee, (4) self-assessment is carried out by those who are assessed, (5) assessment is carried out by students, and (6) assessment is carried out through feedback. In this study, the lecturer's performance assessment was carried out by the lecturer, [33]. There are seven performance indicators, namely: (1) productivity, (2) quality of work, (3) initiative, (4) teamwork, (5) problem-solving, (6) pressure, and (7) motivation, [34].

5 Conclusion

To have good performance and keep up with the demands of an increasingly complex, the lecturers must have skilled at implementing an adaptive culture. Adaptive culture is essential and a requirement for lecturers to improve lecturer performance. In short, adaptive culture is a solution for lecturers.

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Contribution of Individual Authors to the Creation of a Scientific Article (Ghostwriting Policy)

-Usastiawaty Cik Ayu Saadiah Isnainy and Agustinus Bambang Setiyadi propose ideas and draft research.

-Usastiawaty Cik Ayu Saadiah Isnainy have organized and executed the collecting data field.

-Usastiawaty Cik Ayu Saadiah Isnainy, Agustinus Bambang Setiyadi, Riswanti Rini and Aprina were responsible for the integration of the discussion.

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