

Influence Organisational Culture, Leadership Style, and Discipline Toward Performance Lecturer with Motivation as Mediation

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ABSTRACT: *Understanding the influence of organizational culture, leadership style, and discipline on lecturer performance can provide deeper insight into improving lecturer performance and the quality of education at regional private universities. This research aims to analyze the impact of organizational culture, leadership style and discipline on the performance of lecturers at private universities in South Sulawesi while identifying motivation as a mediator between the independent and dependent variables. This study applies a survey approach and regression analysis in quantitative research methodology, using Structural Equation Modeling (SEM) to analyze the connections between independent variables, intervening variables, and dependent variables. The SEM analysis results reveal that culture organization has a positive impact on lecturer motivation. However, there is no significant influence on their performance. Additionally, leadership style temporarily has a negative and significant influence on lecturer motivation without a substantial effect on performance. While discipline has no direct impact on performance, it contributes optimistically to motivation. Motivation plays a crucial role as a mediator between independent and dependent variables, indicating that enhancing culture organization, leadership style, and discipline can increase motivation and lecturer performance in the region. The limitations of this research focus are limited to private educational institutions in South Sulawesi, as well as the limitations of the SEM model and data, emphasizing the necessity of advanced studies with broader coverage and diverse data collection methods. Understanding the relationship between the influence of organizational culture, leadership style and discipline on lecturer performance is expected to provide deeper insight into improving lecturer performance and the quality of education offered at private universities in the region.*

Memahami pengaruh budaya organisasi, gaya kepemimpinan, dan kedisiplinan terhadap kinerja dosen dapat memberikan wawasan yang lebih mendalam dalam meningkatkan kinerja dosen dan mutu pendidikan pada perguruan tinggi swasta daerah. Penelitian ini bertujuan untuk menganalisis pengaruh budaya organisasi, gaya kepemimpinan dan disiplin terhadap kinerja dosen pada perguruan tinggi swasta di Sulawesi Selatan serta mengidentifikasi motivasi sebagai mediator antara variabel independen dan

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dependen. Penelitian ini menerapkan pendekatan survei dan analisis regresi dalam metodologi penelitian kuantitatif, dengan menggunakan *Structural Equation Modeling (SEM)* untuk menganalisis hubungan antara variabel *independen*, variabel *intervening*, dan variabel *dependen*. Hasil analisis SEM mengungkapkan bahwa budaya organisasi berpengaruh positif terhadap motivasi dosen. Namun, tidak ada pengaruh yang signifikan terhadap kinerja mereka. Selain itu, gaya kepemimpinan untuk sementara waktu mempunyai pengaruh negatif dan signifikan terhadap motivasi dosen tanpa berpengaruh besar terhadap kinerja. Meskipun disiplin tidak mempunyai dampak langsung terhadap kinerja, disiplin memberikan kontribusi positif terhadap motivasi. Motivasi berperan penting sebagai mediator antara variabel independen dan dependen, hal ini menunjukkan bahwa peningkatan budaya organisasi, gaya kepemimpinan, dan kedisiplinan dapat meningkatkan motivasi dan kinerja dosen di daerah. Keterbatasan fokus penelitian ini terbatas pada institusi pendidikan swasta di Sulawesi Selatan, serta keterbatasan model dan data SEM, sehingga menekankan perlunya penelitian lanjutan dengan cakupan yang lebih luas dan metode pengumpulan data yang beragam. Pemahaman hubungan pengaruh budaya organisasi, gaya kepemimpinan dan kedisiplinan terhadap kinerja dosen diharapkan dapat memberikan wawasan yang lebih mendalam dalam meningkatkan kinerja dosen dan mutu pendidikan yang ditawarkan pada perguruan tinggi swasta di daerah.

Keywords: *Influence, Culture Organization, Leadership Style, Discipline, Performance Lecturer, Motivation, Mediation*

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I. INTRODUCTION

Higher education, especially in private institutions, is critical in the development community, especially in South Sulawesi. Performance lecturers greatly influence the quality of education (Arief, 2020). Higher education, especially in private institutions, is essential in the development community, especially in South Sulawesi. However, Islamic institutions in Indonesia, including in South Sulawesi, face problems that are challenging to fulfil internationally, especially in the context of globalisation and MEA. Problems faced cover quality graduates, infrastructure, and resources power man. At the moment, quality graduates have become attention, with various efforts like partnerships with industry, promotion, and improvement of standard academics. A high level of Islam in Indonesia is necessary for colleges to take steps to increase the quality of education so they can compete globally. This matter needs a comprehensive vision, goals, and policies to overcome challenges, ensure that continuity as an institution is relevant, and empower education competitively (Arief, 2020).

However, a comprehensive understanding of the factors that influence the performance of lecturers is still challenged separately. Previous research shows that attitude leadership and motivation influence the performance of lecturers positively and significantly, highlighting essential factors that increase the performance of lecturers as

a whole (Mallawi et al., 2022; Wahyudi, 2019; Yunarti, 2017). Besides that, the relationship between culture organisation, motivation work, compensation to satisfaction work, and performance head schools in the system schools in Indonesia are also proven significant (Ekosusilo, 2020). Although leadership has its influence on the considerable performance of employees, culture, organisation, and leadership influence motivation work and performance as a way whole (Alsheikh, 2017; Lidya Lolowang et al., 2019; Nuryanto, 2018; Wibisono et al., 2018). The findings of the main study show that leadership significantly impacts team member performance, with the motivation of team member role intervening (Bastari et al., 2020). However, research also shows that leadership style and motivation are not influential or positive in a way significant to the performance of employees (Rusilowati, 2016). Likewise, motivation and discipline do not significantly influence employees' performance in many ways (Mehta et al., 2003; Ruminda et al., 2023; Saripuddin, 2021). Motivation work proved its influence positively and significantly on performance lecturers. Temporary culture organisation also influences performance through motivation (Fikri et al., 2023; Theresia, 2018). Discipline work, though its significant impact, can influence motivation. Work in a way opposite. However, motivation work can be an intermediary between environment work and performance employees (Abdullah & Kurniasari, 2023; Pamungkas et al., 2022; Soim et al., 2022).

A good organisational culture, effective leadership style, and appropriate discipline are critical factors in increasing team member motivation and organisational performance. Organisational culture theory highlights the role of shared values, norms, and beliefs in shaping team members' motivation and performance, with Edgar Schein as the central figure who explored this concept (Piekarczyk, 2020; Schein, 2001). Leadership style theory discusses various leaders' approaches to influencing team member behaviour and performance, focusing on situational, transformational, and transactional, where appropriate implementation can create a motivating and productive work environment (Junaris, 2023; Soim et al., 2022). Meanwhile, disciplinary theory emphasises the importance of applying discipline fairly and consistently to increase efficiency and productivity. However, this concept is only sometimes explicitly discussed in classical management theory, such as that promoted by Frederick Winslow Taylor (Alhempri et al., 2023).

This research aims to analyse the influence of organisational culture, leadership style and discipline on the performance of lecturers at private higher education institutions in South Sulawesi. Besides that, research will identify motivation as mediating intervening variables connection between variable independent (cultural organisation, style leadership, and discipline) and variables dependent (performance lecturer).

Understanding the relationship between these factors is hoped to provide deeper insight into improving lecturer performance and the quality of education offered at private higher education institutions in the region. Thus, this research makes an academic contribution and has practical implications for locally improving education quality.

From various studies, previously, there was consistency in findings that culture organisation, style leadership, and motivation own influence are significant to the performance of team members or employees. For example, research by Ekosusilo (2020) found a positive connection between culture organisation, motivation work, and satisfaction Work with performance head schools in schools in Indonesia (Ekosusilo, 2020). Temporary research by Lidya Lolowang et al. (2019) shows that leadership and culture organisation, in a way together, influence motivation work, which in turn impacts the performance of employees (Lidya Lolowang et al., 2019). Findings Wibisono et al. also expressed the same thing. (2018) who found influence significant from motivation work and leadership to a performance team member (Wibisono et al., 2018). Besides that, Nuryanto (2018) found that culture, organisation, and motivation work in a way that is simultaneously influential, positive, and significant in the performance of employees (Nuryanto, 2018). Besides that, Bastari et al. (2020) found that transformational leadership significantly impacts team member performance, with the motivational team member role intervening (Bastari et al., 2020).

However, there are gaps in the study related to the influence of discipline Work on the performance of employees. For example, research by Abdullah & Kurniasari (2023) found that although discipline Work only influential significant to motivation work, motivation Work role as a full mediator in mediate influence discipline work to performance team member, temporary influence motivation work to performance team member no direct (Abdullah & Kurniasari, 2023). Therefore, research will try to fill the gap by considering role discipline. Work is a factor affecting the performance of lecturers, and motivation is identified as an internal mediator between variable independent and dependent.

Through this approach, quantitative research will use survey and analysis statistics to collect and analyse data from respondents consisting of lecturers in the private education sector in the South Sulawesi region. Research results show that this expectation can give valuable insight for institution education to increase the performance of lecturers and optimise factors that influence it.

II. METHOD

This type of research is quantitative, using a combination approach of survey and regression analysis (Sugiyono, 2016). The focus of the study is to test how culture organisation, style leadership, and discipline influence motivation as an internal mediator performance lecturer at the private sector education institution in South Sulawesi.

This study's design involves a planning framework conceptual explanation of the connection between variable, independent, intervening variable, and dependent variable. Variable study consists of three types: variable independent, intervening variable, and variable dependent. Variable independent covers culture organisation, style leadership, and discipline. The intervening variable in this study is motivation,

allegedly mediating the connection between variable independent and variable dependent. Temporarily, the variable dependent on the study is the lecturer's performance.

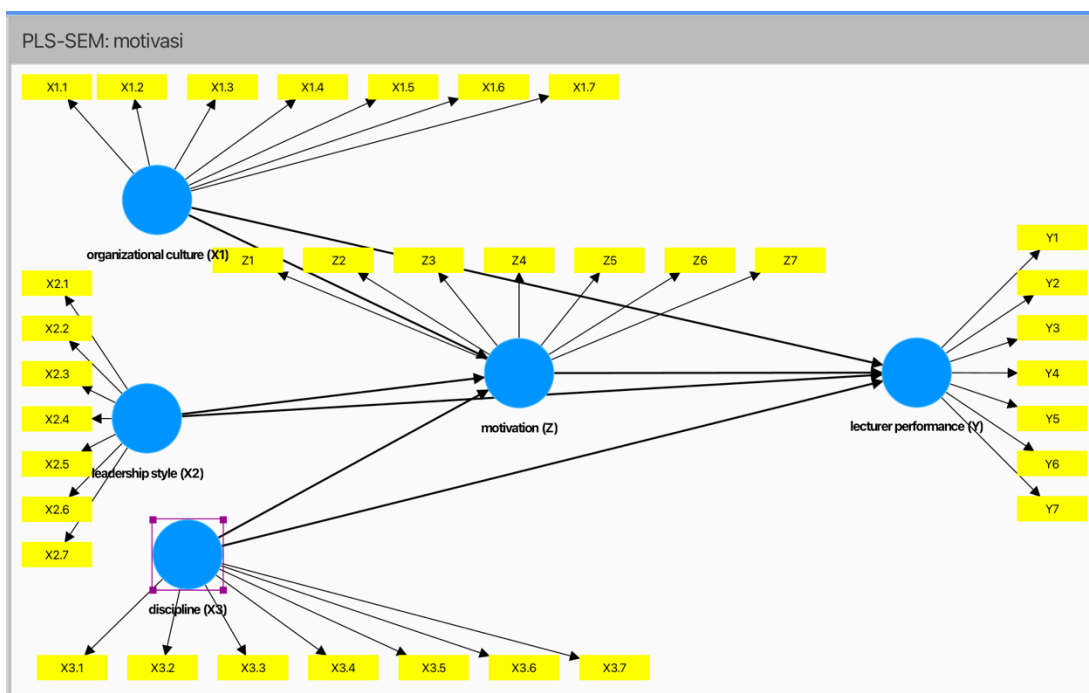


Figure 1. Framework Conceptual Connection between Variable

The population in this study were lecturers who worked at private universities in the South Sulawesi region. From this population, through stratified random sampling, the research sample consisted of several lecturers representing various regional private higher education institutions. The number of samples involved in this research was 114 lecturers.

Method data collection uses a survey with questionnaires to lecturers at various colleges in the private sector in South Sulawesi. A questionnaire was designed to measure the lecturers' perception of culture organisation, style of leadership, discipline, motivation, and performance using the Likert scale.

Data analysis using the Structural Equation Modeling (SEM) method with validity test stages, including Convergent Validity and Discriminant Validity testing, and Collinearity check on the Outer Model to avoid problem multicollinearity, next with the Model Reliability test to measure the reliability of the whole instrument study (Cheung, 2015). Then, a Structural Model test is carried out to evaluate the connection between variables. R-Square and F-Square values are used to determine how much both models can explain variation in variable dependent and the significance of the whole model. Lastly, the hypothesis is tested for the significance coefficient track between independent and dependent variables.

III. RESULT AND DISCUSSION

Measurement Model/Outer Model Test

1. Convergent Validity

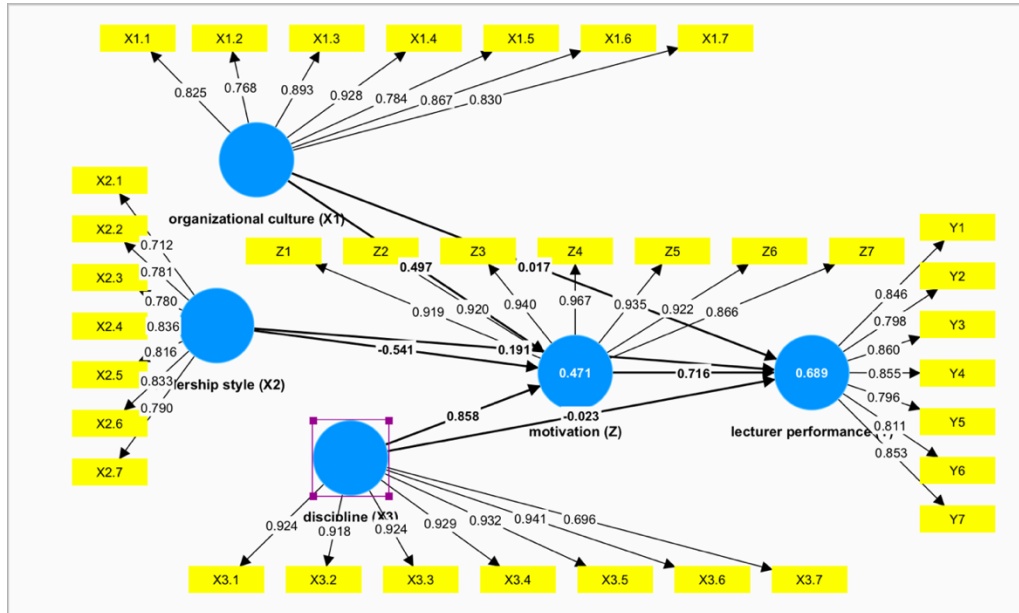


Figure 2. Convergent Validity Results

Interpretation of the Convergent Validity test results shows that all indicators for the variables organisational culture (X1), leadership style (X2), discipline (X3), motivation (Z), and performance (Y) have an outer loading value greater than 0.5. This indicates that all these indicators have a strong and significant relationship with the measured construct. Thus, these variables are valid because they can measure the concept in question well.

2. Discriminant Validity

Discriminant Validity is seen from the AVE value and the AVE root value.

a. AVE Value

Table 1. AVE value

Construct reliability and validity - Overview				
	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
discipline (X3)	0.960	0.987	0.967	0.807
leadership style (X2)	0.901	0.903	0.922	0.630
lecturer performance (Y)	0.928	0.948	0.940	0.692
motivation (Z)	0.972	0.973	0.976	0.855
organizational culture (X1)	0.932	0.945	0.945	0.712

Interpretation of the AVE value (Average Variance Extracted), which is greater than 0.5 for the variables organizational culture (X1), leadership style (X2), discipline (X3), motivation (Z), and lecturer performance (Y), indicates that each of these variables has an excellent ability to explain variations in the indicators used to measure it (Bagozzi & Yi, 1988; Chin & Dibbern, 2010). A high AVE value indicates that the construct of each variable has a strong relationship with its indicators and can explain most of the variation

in these indicators. Therefore, these results suggest that the variables are valid in the context study.

b. AVE Root Value

Table 2. AVE root value

Discriminant validity - Fornell-Larcker criterion					
	discipline (X3)	leadership style (X2)	lecturer performance (Y)	motivation (Z)	organizational culture (X1)
discipline (X3)	0.898				
leadership style (X2)	0.859	0.793			
lecturer performance (Y)	0.586	0.576	0.832		
motivation (Z)	0.611	0.549	0.815	0.925	
organizational culture (X1)	0.440	0.710	0.494	0.490	0.844

The root value of AVE (Average Variance Extracted) is more significant than the correlation between the variable and other variables, which indicates that discriminant validity is met. That is, each variable has a more remarkable ability to explain variation by itself than the variation that can be explained by other variables in the model. This indicates that these variables have significant differences and are not strongly correlated with other variables in this study. Thus, these results suggest that each variable's constructs differ, supporting the proposed model's discriminant validity.

3. Model Collenierality Test

Table 3. Model Collenierity test results

Collinearity statistics (VIF) - Outer model - List	
	VIF
X1.1	3.482
X1.2	3.005
X1.3	4.651
X1.4	6.381
X1.5	2.297
X1.6	3.403
X1.7	2.675
X2.1	3.194
X2.2	21.414
X2.3	22.403
X2.4	10.505
X2.5	7.147
X2.6	7.375
X2.7	3.670
X3.1	7.060

X3.1	7.060	
X3.2	8.759	
X3.3	8.959	
X3.4	10.390	
X3.5	16.695	
X3.6	20.552	
X3.7	1.390	
Y1	10.524	
Y2	9.553	
Y3	18.083	
Y4	17.779	
Y5	2.947	
Y6	5.345	
Y7	5.826	
Z1	5.466	
Z2	5.337	
Z3	7.707	
Z4	12.560	
Z5	6.752	
Z6	5.467	
Z7	3.434	

The results of the model collinearity test show several variable indicators with VIF (Variance Inflation Factor) values greater than 5, indicating the occurrence of Collinearity between the variable indicators being measured. Collinearity describes a robust linear relationship between two or more variables in the analysis. In this context, a high degree of interrelationship between variables can produce difficulties in interpreting statistical analysis results. This can result in problems such as instability of regression coefficients or difficulty in determining the relative contribution of each variable to the final result. Therefore, detecting and treating Collinearity is essential in data analysis to ensure that results can be interpreted correctly.

4. Reliability

Table 4. Reliability Test Cronbach's alpha, rho-a, and rho-c

Construct reliability and validity - Overview				
	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
discipline (X3)	0.960	0.987	0.967	0.807
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organizational culture (X1)	0.932	0.945	0.945	0.712

Based on reliability test results using Cronbach's alpha, rho-a, and rho-c metrics, it can be concluded that the mark for every variable in the study is bigger than 0.7. This shows that the instrument or model used in the study is reliable. So, you can say that the instrument or that model can be reliable for measuring the variables studied with high consistency (Bagozzi & Yi, 1988; Chin & Dibbern, 2010; Vinzi et al., 2010).

Structural Model/Inner Model Test

1. R-Square

Table 5. R-Square Test

R-square - Overview		
	R-square	R-square adjusted
lecturer performance (Y)	0.689	0.677
motivation (Z)	0.471	0.456

The R-Square test results show that the path I model has an R-Square of 0.689, which means that the variables organizational culture (X1), leadership style (X2), and discipline (X3) through motivation (Z) can explain variations in the lecturer performance variable (Y) of 68.9%. This shows that the model can explain lecturer performance substantially or lavishly.

Meanwhile, the path II model has an R-Square of 0.471, which indicates that the ability of the variables organizational culture (X1), leadership style (X2), and discipline (X3) to explain variations in motivation (Z) is 47.1%. This shows that the model's ability to explain motivation is moderate.

2. F-Square

Table 6. F-Square Test

f-square - Matrix				
	discipline (X3)	leadership style (X2)	lecturer performance (Y)	motivation (Z)
discipline (X3)			0.000	0.282
leadership style (X2)			0.014	0.069
lecturer performance (Y)				
motivation (Z)			0.871	
organizational culture (X1)			0.000	0.180

The F-Square test results show the relative contribution of each independent variable (X1, X2, X3) and intervening variable (Z) in explaining the dependent variable (Y) in the model.

The organisational culture variable (X1) has a moderate contribution of 0.180 in explaining the intervening variable (Z), indicating that organisational culture mildly influences lecturer motivation. Meanwhile, the leadership style variable (X2) has a small or poor contribution of 0.069 in explaining the intervening variable (Z), indicating that leadership style has a limited influence in influencing lecturer motivation. On the other hand, the discipline variable (X3) has a moderate contribution of 0.282 in explaining the intervening variable (Z), indicating that discipline plays a moderate role in increasing lecturer motivation. However, the organizational culture (X1) and discipline (X3) variables have no use in explaining the dependent variable (Y), while the leadership style variable (X2) has a minimal ability of 0.014 in explaining the dependent variable (Y). Lastly, the motivation variable (Z) has a significant or good contribution of 0.871

in explaining the dependent variable (Y), indicating that lecturer motivation is critical in determining their performance at private higher education institutions in South Sulawesi.

3. Hypothesis testing

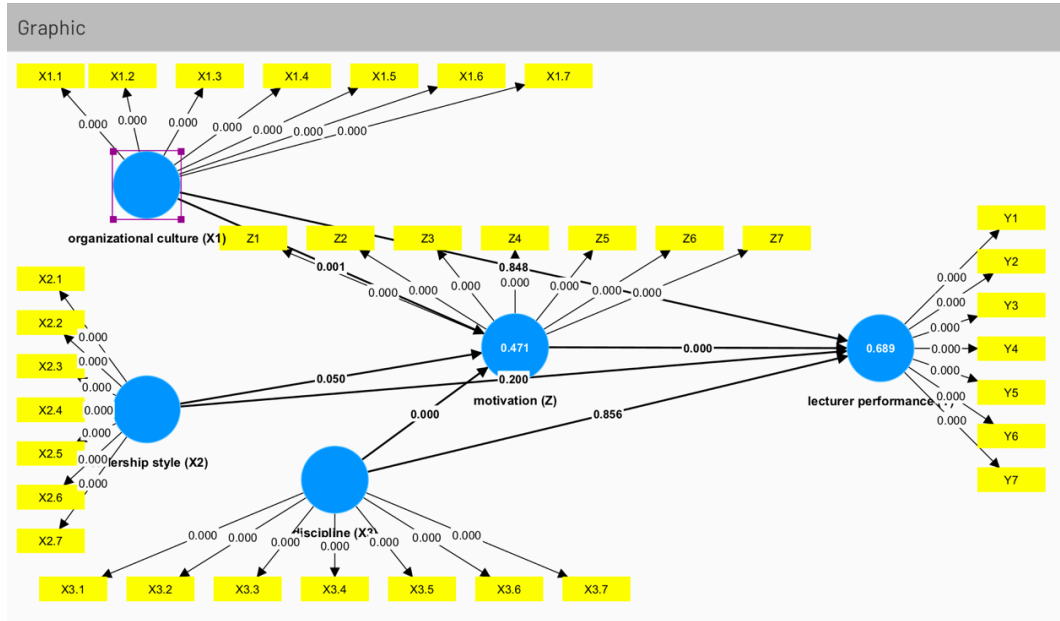


Figure 3. Bootstrap Test Results Graph

a. Direct Effect

Table 7. Path Coefficient Direct Effect

Path coefficients - Mean, STDEV, T values, p values					
	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O /STDEV)	P values
discipline (X3) -> lecturer performance (Y)	-0.023	-0.027	0.129	0.181	0.856
discipline (X3) -> motivation (Z)	0.858	0.860	0.238	3.597	0.000
leadership style (X2) -> lecturer performance (Y)	0.191	0.196	0.149	1.284	0.200
leadership style (X2) -> motivation (Z)	-0.541	-0.528	0.275	1.969	0.050
motivation (Z) -> lecturer performance (Y)	0.716	0.719	0.097	7.368	0.000
organizational culture (X1) -> lecturer performance (Y)	0.017	0.013	0.090	0.192	0.848
organizational culture (X1) -> motivation (Z)	0.497	0.481	0.150	3.321	0.001

The bootstrap test results show that:

- $X1 \rightarrow Y = 0.017$ (positive), P-Value $0.848 > 0.05$ (not significant) (H1)

The organizational culture variable (X1) has an insignificant positive influence on the dependent variable (Y) with a path coefficient of 0.017 (p-value = $0.848 > 0.05$), which indicates that there is no significant relationship between organisational culture and lecturer performance.

- $X1 \rightarrow Z = 0.497$ (positive), P-Value $0.001 < 0.05$ (significant) (H2)

On the other hand, the organizational culture variable (X1) has a positive and significant influence on the intervening variable (Z) with a path coefficient of 0.497 (p-value = $0.001 < 0.05$), which shows that there is an essential relationship between organisational

culture and lecturer motivation. This indicates that an excellent organisational culture can increase the motivation of lecturers at private universities in South Sulawesi.

- $X2 \rightarrow Y = 0.191$ (positive), P-Value $0.200 > 0.05$ (not significant) (H3)

The leadership style variable (X2) has an insignificant positive influence on the dependent variable (Y) with a path coefficient of 0.191 (p-value = 0.200 > 0.05), which indicates that there is no significant relationship between leadership style and lecturer performance.

- $X2 \rightarrow Z = -0.541$ (negative), P-Value $0.05 < 0.05$ (significant) (H4)

On the other hand, the leadership style variable (X2) has a negative and significant influence on the intervening variable (Z) with a path coefficient of -0.541 (p-value = 0.05 < 0.05), which shows that there is an essential relationship between leadership style and lecturer motivation. This indicates that an ineffective leadership style can reduce the motivation of lecturers at private universities in South Sulawesi.

- $X3 \rightarrow Y = -0.023$ (negative), P-Value $0.856 > 0.05$ (not significant) (H5)

The discipline variable (X3) has an insignificant negative influence on the dependent variable (Y) with a path coefficient of -0.023 (p-value = 0.856 > 0.05). This shows no significant relationship between lecturer discipline and lecturer performance at private universities in South Sulawesi.

- $X3 \rightarrow Z = 0.858$ (positive), P-Value $0.000 < 0.05$ (significant) (H6)

However, the discipline variable (X3) has a positive and significant influence on the intervening variable (Z) with a path coefficient of 0.858 (p-value = 0.000 < 0.05). This shows that discipline contributes significantly to lecturer motivation at private universities in South Sulawesi. The higher the level of discipline of lecturers, the higher their level of motivation.

- $Z \rightarrow Y = 0.716$ (positive), P-Value $0.05 < 0.05$ (significant) (H7)

The motivation variable (Z) has a positive and significant influence on the dependent variable (Y) with a path coefficient of 0.716 (p-value = 0.05 < 0.05). This shows that lecturer motivation significantly impacts lecturer performance at private universities in South Sulawesi. The higher the lecturer's motivation, the higher their performance.

b. Indirect Effect

Table 8. Specific Indirect Effects

Specific indirect effects - Mean, STDEV, T values, p values					
	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
organizational culture (X1) -> motivation (Z) -> lecturer performance (Y)	0.356	0.348	0.116	3.061	0.002
discipline (X3) -> motivation (Z) -> lecturer performance (Y)	0.614	0.615	0.179	3.439	0.001
leadership style (X2) -> motivation (Z) -> lecturer performance (Y)	-0.388	-0.374	0.196	1.979	0.048

- The indirect effect of $X1 \rightarrow Z \rightarrow Y$ is 0.356 (positive) with P-values $0.002 < 0.05$ (significant)

There is an indirect effect from the organizational culture variable (X1) to lecturer performance (Y) through the motivation variable (Z), with a path coefficient of 0.356 (positive) and a p-value of $0.002 < 0.05$ (significant). This shows that motivation mediates the relationship between organisational culture and lecturer performance at private universities in South Sulawesi.

Thus, the positive value of the path coefficient in the indirect effect shows a unidirectional relationship between organisational culture variables and motivation variables and between motivation variables and lecturer performance. This indicates that an excellent organisational culture can increase lecturer motivation, improving their performance in the context of private higher education in South Sulawesi.

- The indirect effect of $X2 \rightarrow Z \rightarrow Y$ is -0.388 (negative) with P-values $0.048 < 0.05$ (significant)

There is an indirect effect from the leadership style variable (X2) to lecturer performance (Y) through the motivation variable (Z), with a path coefficient of -0.388 (negative) and a p-value of $0.048 < 0.05$ (significant). This shows that an increase in leadership style can cause a decrease in lecturers' motivation, ultimately increasing their performance in private universities in South Sulawesi.

In this context, the negative value of the path coefficient in the indirect effect indicates a mutually suppressing relationship between leadership style and motivation variables and between motivation variables and lecturer performance variables. This suggests that a leadership style that is less effective or does not meet expectations can reduce lecturers' motivation, which will then impact their performance.

- The indirect effect of $X3 \rightarrow Z \rightarrow Y$ is 0.614 (positive) with P-values $0.001 < 0.005$ (significant)

There is an indirect effect from the discipline variable (X3) to lecturer performance (Y) through the motivation variable (Z), with a path coefficient of 0.614 (positive) and a p-value of $0.001 < 0.005$ (significant). This shows that high discipline from lecturers can increase their motivation, ultimately improving performance in private universities in South Sulawesi.

In this context, the positive value of the path coefficient in the indirect effect indicates a unidirectional relationship between discipline variables and motivation variables, as well as between motivation variables and lecturer performance variables. This suggests that a high level of discipline can increase lecturers' motivation, impacting their performance.

IV. CONCLUSION

SEM analysis results about the influence of culture organisation, style leadership, and discipline on the performance of lecturers at the institution education private sector in South Sulawesi revealed several important findings. Cultural organisation is not significant in influencing the lecturer's performance; however, its impact is positive and significant on the motivation of the lecturer. Although there is no direct influence on performance, a good culture organisation can increase the motivation of lecturers. Nor is leadership style significant in influencing the lecturer's performance; its impact is negative and significant on the motivation of the lecturer, indicating that a style lacking leadership can lower the motivation of the lecturer. Discipline has no considerable impact on the lecturer's performance; however, its effect is positive and significant on the motivation of the lecturer; high discipline from the lecturer can increase motivation. The motivation lecturer's influence is positive and significant on performance, making it critical; temporary culture organisation, style leadership, and discipline play essential roles in the motivation lecturer. Therefore that's an increase in the performance of lecturers in the private education sector in South Sulawesi should focus on improving the motivation of lecturers through repairing culture organisation, style effective leadership, and improvement discipline.

From the results of SEM analysis, the role of motivation is vital as an internal mediator between independent variables (organizational culture, leadership style, and discipline) and dependent variables (lecturer performance) in private educational institutions in South Sulawesi. A good organizational culture indirectly improves lecturer performance through increased motivation, as indicated by a positive path coefficient of 0.356 ($p\text{-value} = 0.002 < 0.05$). On the other hand, an ineffective leadership style affects lecturer motivation, causing a decrease in performance with a path coefficient of -0.388 ($p\text{-value} = 0.048 < 0.05$). High discipline, too. There was no direct increase in lecturer performance through increased motivation, as evidenced by the positive path coefficient of 0.614 ($p\text{-value} = 0.001 < 0.005$). Therefore, increasing lecturer motivation is essential to improve performance. From an institutional perspective, improving organizational culture, effective leadership styles, and increasing discipline can be effective strategies for increasing the motivation and performance of lecturers at private universities in South Sulawesi.

The study's limitations lie in its limited focus on private educational institutions in South Sulawesi, so the findings can only be generalized based on the context. The method of SEM analysis shows a connection because of the consequence between the variables studied. Still, there is a possibility that other factors need to be included in a model that also influences the performance of the lecturer. Besides, data limitations may happen because using specific data collection methods, such as surveys or interviews, causes respondent bias or error measurement. Therefore, for the study Next, it is recommended that the scope of geography and methods of collecting valuable data be expanded to get

a picture of factors influencing lecturers' performance in Indonesia's private education sector.

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