

**THE EFFECT ORGANIZATIONAL CULTURE AND WORK  
MOTIVATION  
ON ENVIRONMENTAL PERFORMANCE (LECTURER RESEARCH  
AT POLYTECHNIC LP3I JAKARTA)**

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**Euis Winarti , Henita Rahmayanti and Mieke Miarsyah , The Effect Organizational Culture And Work Motivation On Environmental Performance (Lecturer Research At Polytechnic Lp3i Jakarta) , Palarch's Journal Of Archaeology Of Egypt/Egyptology 18(7). ISSN 1567-214x.**

**Keywords: Organizational culture, work motivation, performance, environment, Lecturers.**

**ABSTRACT:**

The research objective was to determine the effect of organizational culture and work motivation on the lecturer performance environment. The sampling technique in this study is a probability sampling technique. The number of samples is 109 lecturers from the LP3I Jakarta Polytechnic. This research is a causal associative study with a quantitative approach to research data analysis using path analysis. The research results prove that; the direct effect organizational culture toward the lecturerenvironmental performance; the direct effect work motivation toward the lecturer environmental performance; organizational culture has an indirect effect through work motivation on lecturers' environmental performance. Lecturer environmental performance can be done by increasing organizational culture and work motivation. Organizational culture is not the only one that affects the environmental performance of lecturers, but work motivation need to be considered. The organizational

culture and work motivation of the LP3I Jakarta Polytechnic lecturers have been applied in everyday life on campus.

## **INTRODUCTION:**

The environmental performance of an organization, indirectly benefits the natural environment, thus contributing to the success of the organization (Robertson and Barling, 2017). Those behaviors generally fit into three broad categories. Two categories are task performance and citizenship behavior, both of which contribute positively to organization. The third category is counterproductive behavior, which contributes negatively to the organization (Colquitt, Le Pine and Wesson, 2009).

Environmental performance is needed in order to improve employee behavior regarding environmental impacts that can contribute positively and negatively to achieving organizational or institutional goals. The synthesis of environmental performance of lecturers in this study is a person's activity in preserving a sustainable environment through performance and citizenship behavior. Some of the variables that are thought to affect the environmental performance of lecturers are leadership, organizational culture, and work motivation.

Organizational culture is what employees perceive and how these perceptions create a pattern of beliefs, values, and expectations (Gibson, Donnelly, Ivancevich, and Konopaske, 2012). Organizational culture is a framework that guides daily behavior and makes decisions for employees and directs employee actions to achieve organizational goals. Organizational culture is a common or traditional way of thinking and doing something that is shared by all members of the organization, which new members must learn and at least partially accept in order to be accepted as part of the organization (Rivai, 2014).

The synthesis of organizational culture in this study is a guideline for attitude and behavior of organizational members according to the values and rules set by the institution to become the basis for behavior to achieve organizational goals through the dimensions of organizational vision and mission, involvement, consistency, and self-adjustment.

Motivation is defined as a set of energetic forces that originates both within and outside an employee, initiates work-related effort, and determines its direction, intensity and persistence (Colquitt, Le pine and Wesson, 2015).

The process that counts for an individual: intensity, direction and persistence of effort toward attaining a goal. Motivation, the willingness to exert high level of effort toward organizational goals, conditioned by the individual's ability to satisfy some individual need (Robbins and Judge, 2011).

Work motivation is a very important topic for the success of organizations and society as well as individual welfare. The synthesis of work motivation in this study is the desire and motivation of a person to fulfill the needs of a good life and work through the dimensions of motives, expectations, and incentives.

LP3I Jakarta Polytechnic is an educational institution founded on the basis of the imminent anticipated gap between education and the world of work. Seeing the success of the educational model run by the LP3I Jakarta Polytechnic, the public interest is getting bigger. Students are not only residents of the capital city, even from several areas that are quite far away. For this reason, the LP3I Jakarta Polytechnic opens campuses in almost every region in

Jakarta. The number of campuses spread across 12 locations in Jakarta and its surroundings. The role of the LP3I Jakarta Polytechnic is increasingly recognized by the wider community. Recognition from the industrial world is reflected in the increasing number of companies recruiting LP3I Jakarta Polytechnic graduates.

Based on several international journals, research similarities on organizational culture and environmental performance, no one has reported research on the influence of organizational culture, work motivation, and lecturer environmental performance. Novelty research on lecturer environmental performance as influenced by organizational culture and work motivation. Researchers are interested in conducting research with the title "Organizational culture and work motivation on lecturer environmental performance".

**MATERIALS AND METHODS:**

This research is a causal associative using a quantitative approach. The analysis method used is descriptive and inferential methods. The target population of this study were all lecturers at the LP3I Polytechnic Jakarta. The sampling technique in this study is a probability sampling technique. In this research trial, 30 lecturers of LP3I Polytechnic PasarMinggu were taken randomly. This sample determination refers to the opinion of the Slovin formula with a probability of 5%. The total sample size was 109 lecturers at the LP3I Polytechnic Jakarta.

The classic assumption tests used in this research are normality, linearity, heteroscedaticity, and multicollinearity tests. Analysis of research data using multiple linear regression test, path analysis, path diagram, t test and coefficient of determination. Analysis for processing research data using SPSS version 26.00 software.

**RESULTS AND DISCUSSION:**

The calculation of the correlation coefficient is one of the requirements for testing the model that is met, namely the existence of a significant correlation between the variables involved. The correlation between these variables is calculated using the correlation coefficient. The correlation value between organizational culture (X<sub>1</sub>), work motivation (X<sub>2</sub>) and lecturer's environmental performance (Y) is obtained.

**Table 1: Correlation coefficient matrix between variables**

Variabel	Work Motivation (X <sub>2</sub> )	Lecturer Environmental Performance (Y)
Organizational Culture (X <sub>1</sub> )	0.382	0.501
Work Motivation (X <sub>2</sub> )		0.434

Based on Table 1, it shows that the correlation coefficient of the sub-structure model-1 (X<sub>1</sub> toward Y, and X<sub>2</sub> toward Y) and the sub-structure model 2 (X<sub>1</sub> toward Y through X<sub>2</sub>) is significant, and can be continued in path analysis.

The causal relationship between variables in sub-structure-1 consists of one endogenous variable, namely Y and two exogenous variables, namely X<sub>1</sub> and X<sub>2</sub>. The structural equation for Substructure -1 is:  $Y = \beta_{Y1} X_1 + \beta_{Y2} X_2 + \epsilon_1$ .

**Table 2: The path coefficient sub-structure-1 model of the organizational culture (X<sub>1</sub>) and work motivation (X<sub>2</sub>) on the lecturer environmental performance (Y)**

Model	B	Beta	t	Sig.
Organizational Culture (X <sub>1</sub> )	0.464	0.393	4.530	0.000
Work Motivation (X <sub>2</sub> )	0.218	0.284	3.273	0.001
F count	24.917			
R square	0.320			

Multiple regression test (F test) on the sub-structure model-1 obtained the value of Fcount = 24.917 > from F table (2:106) for  $\alpha = 0.05$  of 3.08; then it can be continued with an individual test or t test.

The path coefficient value X<sub>1</sub> to Y is  $\beta_{Y1} = 0.393$  with tcount 4.530 > t table (1.981 at  $\alpha = 0.05$ ); X<sub>2</sub> to Y is  $\beta_{Y2} = 0.284$  with tcount of 3.273 > t table (1.981 at  $\alpha = 0.05$ ). Thus, all path coefficients are significant at  $\alpha = 0.05$ ; because tcount > ttable. The variable with the greatest influence on the lecturer environmental performance of the sub-structure model-1 is organizational culture ( $\beta_{Y2} = 0.393$ ; tcount = 4.530).

The determinant coefficient or contribution of X<sub>1</sub> and X<sub>2</sub> toward Y is (Rsquare =  $R^2_{Y21}$ ) = 0.320, which means that 32% of the variation in lecturer's environmental performance (Y) can be explained by variations in organizational culture (X<sub>1</sub>) and work motivation (X<sub>2</sub>). While the remaining 68% came from outside the variables studied, such as behavior, organizational structure, abilities, personality, cultural values, job satisfaction, stress, trust, etc.

The residual coefficient  $\beta_{Y\epsilon_1} = \sqrt{1-0.320} = 0.824$  is the influence of other variables outside of organizational culture (X<sub>1</sub>) and work motivation (X<sub>2</sub>). The structural equation for the substructure model-1 is  $Y = 0.464 X_1 + 0.218 X_2 + 0.824 \epsilon_1$ .

The causal relationship between variables in the 2-sub structure model consists of one endogenous variable, namely X<sub>2</sub> and one exogenous variable, namely X<sub>1</sub>. The structural equation for the substructure model-2 is as follows:  $X_2 = \beta_{21} X_1 + \epsilon_2$ .

**Table 3: The path coefficient sub-structure-2 model organizational culture (X<sub>1</sub>) to work motivation (X<sub>2</sub>)**

Model	B	Beta	t	Sig.
Organizational Culture (X <sub>1</sub> )	0.589	0.382	4.276	0.000
F count	18.285			
R square	0.146			

Overall test or F test on the sub-structure model-2, obtained with the value of Fcount = 18.285 > from F table (1:107) for  $\alpha = 0.05$  of 3.93; then it can be continued with the t test.

The value of the path coefficient X<sub>1</sub> to X<sub>2</sub> is  $\beta_{21} = 0.382$  with tcount of 4.276 > t table (1.982 at  $\alpha = 0.05$ ).

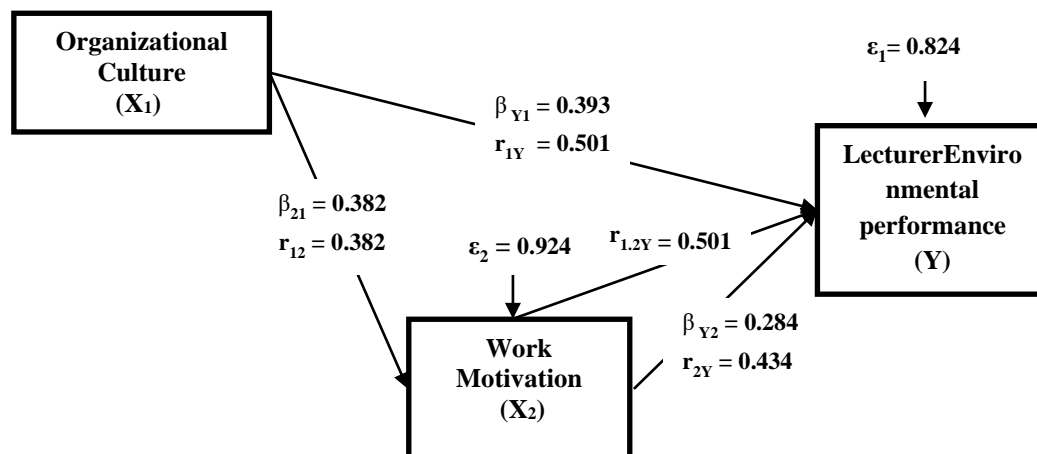
The determinant coefficient or contribution of organizational culture (X<sub>1</sub>) on work motivation (X<sub>2</sub>) is (Rsquare =  $R^2_{21}$ ) = 0.146. So, 14.6% of the variation in work motivation (X<sub>2</sub>) can be explained by variations in organizational culture (X<sub>1</sub>). The residual coefficient  $\beta_{2\epsilon_2} = \sqrt{1-$

0.146) = 0.924 is the influence of other variables outside of organizational culture (X<sub>1</sub>). Thus the structural equation for the 2 substructure is  $X_2 = 0.382 X_1 + 0.924\epsilon_2$ .

The value of the indirect effect coefficient is obtained from the multiplication of X<sub>1</sub>to X<sub>2</sub>, which is 0.382 with X<sub>2</sub>to Y = 0.284 so that 0.382 x 0.284 = 0.108. Then the total effect given by X<sub>1</sub> to Y is the direct effect plus the indirect effect, namely: 0.393 + 0.108 = 0.501. The path between X<sub>1</sub>to X<sub>2</sub> and the path X<sub>2</sub>to Y are both significant (0.000 and 0.001) because  $\alpha = 0.05$ . The path coefficient for other variables outside the model is  $\epsilon_2$  of 0.924.

The t count value of all path coefficients on the entire model is significant, which is greater than the t table value (1.981 at  $\alpha = 0.05$ ). These results prove that the two direct influence path analysis and one indirect influence path analysis on the model are all significant and successfully supported based on the empirical data used. Likewise, the indirect effect, this study succeeded in proving the indirect influence of organizational culture through work motivation on lecturers' environmental performance.

Based on the results of the path coefficients in Sub-Structure 1 and Sub-Structure 2, the overall causal relationship between X<sub>1</sub>and X<sub>2</sub> on Y variables can be described.



**Figure 1: The Causal Relationship of X<sub>1</sub>, X<sub>2</sub>to Y**

The result of the path coefficient in Sub-Structure 1 and Sub-Structure 2 turns into a structural equation, as follows:

$$Y = \beta_{Y1} X_1 + \beta_{Y2} X_2 + \beta_{Y\epsilon_1} \text{ and } R^2_{Y21}$$

$$= 0.393 X_1 + 0.284 X_2 + 0.824 \epsilon_1 \text{ and } R^2 = 0.320$$

$$X_2 = \beta_{21} X_1 + \beta_{2\epsilon_2} \text{ and } R^2_{21}$$

$$= 0.382 X_1 + 0.924\epsilon_2 \text{ and } R^2 = 0.146$$

The results of the structural equation show that sub-structure model-1 and sub-structure model-2, the path coefficient of organizational culture ( $\beta_{Y1} = 0.393$ ; tcount = 4.530) has a greater influence on the lecturer environmental performance than work motivation.

The results showed a significant influence or indirectly organizational culture and work motivation on the lecturer performance environment. This is in accordance with research conducted by Odor (2018) shows that effective management of organizational culture will lead to higher organizational performance. Organizational culture has a direct effect on environmental performance.

Idowu (2017) says that understanding organizational culture is increasingly seen as a must requirement for high performance in organizations. The culture of an organization can have a significant impact on the success of the organization. Organizational culture exists and plays an important role in shaping behavior and performance in organizations. Organizational culture has a direct effect on environmental performance.

Research conducted by Kanfer, Frese, and Johnson (2017) states that work motivation is a very important topic for the success of organizations and society as well as individual welfare. The results of research by Waheed, Shah, Memon, Samo, (2017) show that organizational culture has a significant relationship with motivation and business performance.

## **CONCLUSION:**

Based on the research findings, it was concluded that in sub-structure 1 and sub-structure 2 the greater influence on the lecturers environmental performance was organizational culture. The lecturer environmental performance can be done by increasing organizational culture and work motivation. Organizational culture is not the only thing that affects the lecturer environmental performance, but it also needs to be considered work motivation. The organizational culture and work motivation of lecturers at LP3I Jakarta have been applied to daily life on campus. The dimensions of organizational culture that affect the lecturer environmental performance are the vision and mission of the organization. To improve the lecturer environmental performance, the most influential dimension is organizational behavior. Meanwhile, the sub-dimension of citizenship behavior that has the greatest influence on lecturers' environmental performance is the sub-dimension of organization with citizenship indicators.

## **ACKNOWLEDGEMENT:**

I would like to express my gratitude to the chairman of the LP3I Jakarta, the lecturers and students who have fully supported this research.

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