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The Influence of Organizational Culture and Work Environment on Lecturer Performance at the Faculty of Agriculture Gorontalo State University

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Abstract

This study aims to determine the influence of organizational culture and work environment on the performance of lecturers at the Faculty of Agriculture, Gorontalo State University partially or simultaneously. The approach in this study is quantitative. The research method is expost facto and correlational research design. The sample in the study was 83 lecturers. The data analysis technique used is multiple regression. The results of the study show that (1) organizational culture has a positive and significant effect on the performance of lecturers at the Faculty of Agriculture, Gorontalo State University with a determinant value of 36.30%. Positive influence means that the ideal organizational culture will improve the performance of lecturers at the Faculty of Agriculture, Gorontalo State University. (2) the work environment has a positive and significant effect on the performance of lecturers at the Faculty of Agriculture, Gorontalo State University with a determinant value of 28.10%. The positive influence means that the more conducive the work environment at the Faculty of Agriculture, Gorontalo State University, the lecturers will be able to achieve better performance results. (3) organizational culture and work environment together have a significant effect on the performance of lecturers at the Faculty of Agriculture, Gorontalo State University with a determinant value of 64.40%. This result means that the performance of lecturers in the implementation of the tridharma of higher education at the Faculty of Agriculture, Gorontalo State University will continue to grow better if there is an organizational culture and a

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better work environment. The remaining 35.60% can be explained by other variables that were not studied in this study such as lecturer competence (pedagogic, professional, social, and personality), work motivation, job satisfaction, leadership or management of higher education, participation in decision-making, workload, facilities and institutional support, experience and demographic characteristics of lecturers.

Keywords: Lecturers; Performance; Culture; Environment; Perguruan_Tinggi

INTRODUCTION

Public administration is a field that is closely related to various important dimensions that are the basis for effective bureaucratic administration, namely the organizational, environmental, and management dimensions. These three dimensions interact with each other in determining the success of public organizations in carrying out service functions to the community. The organizational dimension forms formal work structures and relationships, the environmental dimension reflects the influence of external factors such as social, economic, and political, while the management dimension plays a role in managing resources efficiently and accountably. These three dimensions are an important foundation in determining the ability of public organizations to respond to changes and achieve the goals that have been set. This is in line with the view of Wicaksono (2015) who emphasized that the accountability of public organizations is highly dependent on the ability to adapt to the environment and the strategic management of management functions.

Human resource management (HR) in higher education has unique characteristics because lecturers not only play a role as a workforce, but also as agents of scientific development and academic quality guards. Benny (2015) stated that human resource management in higher education must be carried out comprehensively, starting from recruitment to performance evaluation based on relevant academic indicators, so as to be able to support the continuous improvement of the quality of the institution. Lecturer performance is the main indicator in assessing the quality of higher education. The implementation of the tridharma of higher education is the main benchmark in assessing lecturer performance. The tridharma includes education and teaching, research, and community service. In practice, lecturers are required to be able to carry out these three aspects in a balanced and sustainable manner. Sabihi et al. (2025) and Abdullah et al. (2025) state that performance is a reflection of the extent to which individuals carry out their roles optimally in an organization.

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The measurement of lecturer performance is also based on indicators that cover four main areas, namely education and teaching, research and publication, community service, and academic support. Endrawijaya et al. (2024) emphasized that these four indicators are the basis for evaluating the contribution of lecturers to the achievement of institutional goals. However, lecturer performance is not only influenced by internal factors such as motivation and competence, but also by external factors such as organizational culture and work environment. Abdussamad et al. (2024), Inombi et al. (2024), Kasim et al. (2024), and Karim et al. (2025) show that these two factors have a significant influence on improving individual performance in organizations.

Organizational culture is a system of values, norms, and habits that develop in an institution and become a guideline in behavior. In a university environment, organizational culture plays an important role in shaping the work ethic, commitment, and motivation of lecturers. Rachmawati (2017) found that organizational culture has a positive relationship with lecturer performance, while Mulyani and Rini (2021) emphasized that a good work environment also supports the achievement of optimal performance. In addition, Fatmawati (2019) also stated that organizational culture has a significant effect on lecturer performance, especially through the values of professionalism and collaboration that are applied consistently in the institution.

The work environment is also an important factor in determining lecturer performance. A conducive work environment, both physically and psychologically, can increase the comfort, productivity, and morale of lecturers. Astuti (2018) shows that there is a positive relationship between the work environment and lecturer performance, where work comfort is a factor that strengthens the relationship. An unsupportive work environment can lead to a decrease in motivation and performance, so that work environment management is a strategic aspect in improving the quality of human resources in higher education.

Lecturer performance problems are also seen at the Faculty of Agriculture, Gorontalo State University. Based on IKU data in 2025, the achievement of IKU 3 has exceeded the target with a percentage of 87.22%, showing the high involvement of lecturers in off-campus activities. However, the achievement of KPI 4 is still below the target, which is 25.23% of the target of 30%, which shows the low involvement of practitioners in learning activities. Meanwhile, the achievement of IKU 5 reached 114%, but it was not even because only 67 lecturers were active in scientific publications. This condition shows that there is an inequality in lecturer performance that needs serious attention. In addition, there are still various obstacles in the implementation of the tridharma, such as the low ownership of competency certification, limited publication in

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reputable international journals, and the minimal impact of community service activities. Academic support activities are also still not optimal, especially in the involvement of lecturers in professional organizations and their role as journal reviewers. This problem is exacerbated by a high administrative burden and a lack of adequate institutional support.

Furthermore, these problems are inseparable from the condition of the organizational culture and the work environment that are not fully supportive. Lack of communication, low collaboration, and limited academic facilities are factors that hinder lecturers' performance. The mismatch between organizational values and practice in the field also has the potential to reduce lecturers' motivation and productivity. Therefore, an in-depth study of the influence of organizational culture and the work environment on lecturer performance is needed as an effort to improve the quality of higher education and the competitiveness of institutions in a sustainable manner.

LITERATURE REVIEW

Lecturer Performance

Lecturer performance is an overview of the level of achievement of work results in carrying out the tridharma duties of higher education which includes education, research, and community service effectively and responsibly. This performance reflects the quality and quantity of lecturers' academic contributions to institutions and society (Endrawijaya et al., 2024; Sabihi et al., 2025; Mangkunegara, 2020). According to Endrawijaya et al., (2024) the performance indicators of lecturers in the field of education and teaching, 2) the performance of lecturers in the field of research and publication, 3) the performance of lecturers in the field of community service, and 4) the performance of lecturers in the field of academic support.

Organizational Culture

Organizational culture is a system of values, norms, and beliefs that are shared by organizational members as a guideline in behaving and interacting in the work environment. This culture shapes identity and influences the way individuals think and act in achieving organizational goals (Mangkunegara, 2020). Indicators of organizational culture according to Darmawan (2024) are 1) employee participation in the organizational plan, 2) acceptance of new ideas and perspectives, 3) encouragement for team contribution, 4) encouragement for innovation and creativity, and 5) reward and recognition.

Work Environment

The work environment is the overall physical and non-physical conditions around

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employees that affect the implementation of tasks and work interactions in the organization. This environment includes aspects of facilities, social relations, and work atmosphere that can determine employee comfort and productivity (Rahardja et al., 2020; Saragih et al., 2024). According to Sedarmayanti in Sapriyanto (2023), the indicators of the work environment are the physical work environment, 2) the non-physical work environment.

METHODOLOGY

The location used as the object of research is the Faculty of Agriculture, Gorontalo State University. The approach in this study is quantitative. The research method is expost facto and correlational research design. The sample in the study was 83 lecturers. Data collection uses questionnaires, observations, interviews and documentation. The data analysis technique used is multiple regression. The next test is hypothesis testing (partial test and simultaneous test) and determination coefficient.

RESULTS

1. Classic Assumption Testing

a. Data Normality Testing

The *Normal Probability Plot results* for the normality test are depicted in the following figure 1:

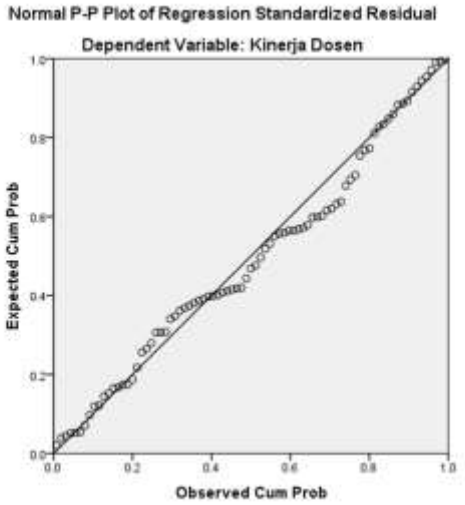


Figure 1: Normal Test Result Graph *Probability Plot*

Based on the image, it can be seen that the data (dots) spread around the diagonal line

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and follow the direction of the diagonal line. By following the basis of decision-making above, it is concluded that the data in this regression model meets the assumption of data normality. The results *of the One Sample Kolmogorov Smirnov* test can be seen in the following table 2:

Table 1: Normality Test Results

		Unstandardized Residual
N		83
Normal Parameters[a,b]	Red	.0000000
	Std. Deviation	7.54439294
Most Extreme Differences	Absolute	.096
	Positive	.096
	Negative	-.051
Kolmogorov-Smirnov Z		.871
Asymp. Sig. (2-tailed)		.435

Source: SPSS Processed Data 21, 2026

Based on the table above, it can be seen that the Kolmogorov-Smirnov Z value is 0.871 with a significance level of 0.435. The significance value of the normality test was greater than the alpha value of 0.05 so it can be concluded that the multiple regression data in this study followed the normal distribution

b. Multicollinearity

Based on the data processing that has been carried out previously, the *Variance Inflation Factor* (VIF) value for each variable is as follows:

Table 2: Multicollinearity Test Results

Variable	VIVID	Conclusion
Organizational culture	1,766	Non-Multicollinearity
Work environment	1,766	Non-Multicollinearity

Source: Processed Data , 2026

Based on the results of the above data processing, it was found that the *Variance Inflation Factor* (VIF) value for the organizational culture variable was 1.766 and for the work environment variable was 1.766. The *value of the Variance Inflation Factor* (VIF) is lower than the value of the provisions (figure 10). So it is concluded that the regression model does not have a multicollinearity problem. So that the data meets the multicollinearity test.

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c. Heterokedasticity Testing

Figure 2 below is the result of data processing (*Scatterplot*) to test heterokedasticity:

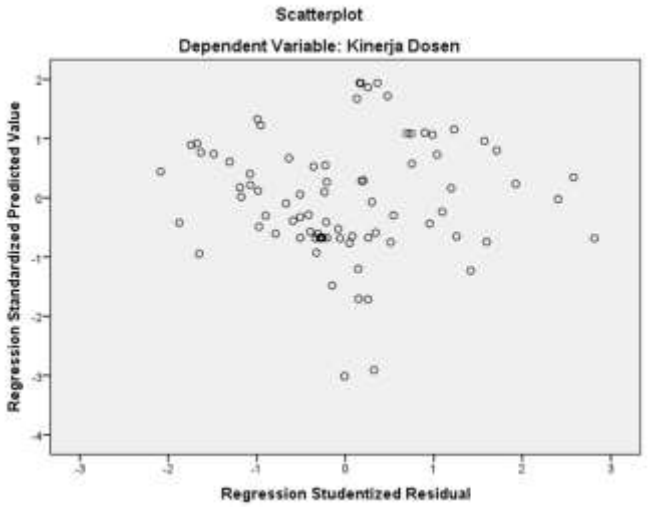


Figure 2: Heterokedasticity Test Results

Based on the image above, it can be seen that the points are scattered randomly and scattered both above and below the zero on the Y axis. The results of the heterokedasticity test using the glaxer method are presented in the following table:

Table 3: Results of Glejser Heterokedastista Assay

Models		nstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.363	2.838		.480	.632
	ganizational Culture	-.020	.056	-.051	-.355	.724
	Vork Environment	.092	.054	.248	1.709	.091

Source: SPSS Processed Data 21, 2026

Based on the results of the above data processing, it can be seen that the significance value or *Probability Value* (P-Value) is 0.724 for the organizational culture variable and 0.091 for the work environment. Greater test significance value compared to alpha value 0.05. So it is concluded that the regression model does not have a heterokedasticity problem

2. Regression Model Equation and Partial Testing (t-test)

The results of the analysis with the help of the SPSS program are shown in table 4 as

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follows:

Table 4: Regression Analysis Results

Models		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.313	4.537		1.612	.111
	Organizational Culture	.495	.090	.487	5.493	.000
	Work Environment	.381	.086	.393	4.438	.000

Source: SPSS processed data 21, 2026

Based on the results of the above analysis, the multiple linear regression model that was built was:

$$\hat{Y} = 7.313 + 0.495X1 + 0.381X2 + e$$

Based on the regression equation model above, it can be interpreted as follows:

1) Constant

Constant value is a fixed value which means that if there is no influence from organizational culture and work environment, then the lecturer's performance has a constant value of 7,313 units.

2) Organizational Culture Variables

The value of the Regression Coefficient of Variable X1 (organizational culture) is 0.495, indicating that every change in the organizational culture variable of 1 unit will affect the performance of lecturers at the Faculty of Agriculture, State University of Gorontalo by 0.495 units. Assuming a variable of a constant value or *cateris paribus.*

Then the t-calculated value for the organizational culture variable was obtained at 5.493 while the t-table value at the signification level was 5% and the free degree n-k-1 or 83-2-1=80 was 1.990. If the two t-values are compared, the t-value is still greater than the t-table value (5.493>1.990). Therefore, it is concluded that at the level of trust of 95% of organizational culture has a positive and significant effect on the performance of lecturers at the Faculty of Agriculture, Gorontalo State University.

3) Work Environment Variables

The value of the Variable Regression Coefficient X2 (work environment) is 0.381, indicating that every change in the variable of the work environment of 1 unit will affect the

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performance of lecturers at the Faculty of Agriculture, State University of Gorontalo by 0.381 units. Assuming the cultural variables of a constant value organization or *cateris paribus.*

Then the t-calculated value for the work environment variable was obtained at 4.438 while the t-table value at the signification level was 5% and the free degree n-k-1 or 83-2-1=80 was 1.990. If the two t-values are compared, the t-value is still greater than the t-table value (4.438>1.990). Therefore, it is concluded that at a confidence level of 95%, the work environment has a positive and significant effect on the performance of lecturers at the Faculty of Agriculture, Gorontalo State University.

3. Simultaneous Testing (F Test)

The results of simultaneous testing in this study can be seen in the following table 5:

Table 5: Simultaneous Test Results

Models		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8448.495	2	4224.247	72.406	.000b
	Residual	4667.265	80	58.341		
	Total	13115.759	82			

Source: SPSS Processed Data 21, 2026

From the table above, the Fcal value of this study is 72.406. Meanwhile, the value of Ftable at the significance level of 5% and df1 of k = 2 and df2 of N-k-1=83-2-1=80 is 3.111. If these two F values are compared, the F-calculation value obtained is much greater than Ftable so that organizational culture and work environment together have a significant effect on the performance of lecturers at the Faculty of Agriculture, Gorontalo State University.

4. Coefficient of Determination

The magnitude of the coefficient of determination in this study can be seen in the following table 6:

Table 6: Coefficient of Determination

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.803a	.644	.635	7.63812

Source: SPSS Processed Data 21, 2026

Based on the results of the analysis of the determination coefficient in the table above, it

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can be seen that the magnitude of the influence (the ability of the free variable to explain the bound variable) uses *the value of R Square,* which is 0.644. This value shows that 64.40% of the variability of lecturer performance at the Faculty of Agriculture, State University of Gorontalo can be explained by organizational culture and work environment, while the remaining 35.60% can be explained by other variables that are not studied in this study. These factors are as according to Sukirno & Siengthai (2011); Hariani (2017); Rahman & Indahyanti (2021); Khaeroni et al., (2023), namely lecturer competencies (pedagogic, professional, social, and personality), work motivation, job satisfaction, leadership or management of universities, participation in decision-making, workload, facilities and institutional support, experience and demographic characteristics of lecturers.

Next, a partial coefficient test was carried out. The results of the tyre for the partial determination coefficients are described in the following table:

Table 7: Partial Determination Coefficient

Models	Standardized Coefficients	Correlation	Determination	
			Value	%
Organizational Culture	0.487	0.746	0.363	36,30%
Work Environment	0.393	0.714	0.281	28,10%
Simultaneous Determination Coefficient			**0.644**	**64,40%**

Source: SPSS Processed Data 21, 2026

Based on the results of the analysis of the determination coefficient above, it can be explained for the influence of each variable as follows:

1) Organizational culture

Based on the table above, it can be seen that the correlation value is 0.746 and the regression standardized coefficient value is 0.487. So that the value of the determination coefficient is 0.363. So that 36.30% of the ability of organizational culture variables to affect the performance of lecturers at the Faculty of Agriculture, Gorontalo State University.

2) Work environment

Based on the table above, it can be seen that the correlation value is 0.714 and the regression standardized coefficient value is 0.393. So that the value of the determination coefficient is 0.281. So that 28.10% of the ability of the work environment variable in influencing the performance of lecturers at the Faculty of Agriculture, Gorontalo State University.

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DISCUSSION

1. The Influence of Organizational Culture on the Performance of Lecturers at the Faculty of Agriculture, Gorontalo State University

The results of the first hypothesis regression test found that organizational culture had a positive and significant effect on the performance of lecturers at the Faculty of Agriculture, Gorontalo State University with a determinant value of 36.30%. Organizational culture plays a role as a social mechanism that shapes the work behavior of lecturers in carrying out their professional duties. Zhu and Engels (2014) explained that organizational culture in universities contributes to the increase of learning innovation and the effectiveness of lecturers' work because a culture that supports change will facilitate the development of more creative learning and research methods. Amtu et al. (2021) also show that a strong organizational culture can improve the quality of higher education through increased commitment and productivity of academic personnel. Naranjo-Valencia et al., (2016) show that an adaptive and innovative organizational culture is able to improve organizational performance through increasing the creativity and work effectiveness of organizational members. Mierzwa and Ostrihanska (2020) emphasized that an organizational culture that supports change and innovation is very important for higher education institutions in improving the performance of academic personnel and the quality of the institution.

These results are in line with the statement from Ahmadi and Herwidyaningtyas (2020) that organizational culture is one of the important factors that affect the work behavior of individuals in organizations, including lecturers in universities. A strong organizational culture is able to form values, norms, and behavior patterns that become guidelines for lecturers in carrying out their academic duties. In the university environment, a positive organizational culture such as the values of professionalism, academic integrity, collaboration, and orientation to the quality of education will encourage lecturers to work more productively in carrying out teaching, research, and community service activities. When lecturers understand and internalize the values of the organization, they tend to show a high commitment to the institution and strive to improve the quality of their academic performance.

According to Yusuf (2020), a conducive organizational culture also plays a role in increasing organizational commitment and lecturers' work motivation which ultimately has an impact on improving their performance. An organizational culture that emphasizes cooperation, open communication, and support for academic development will create an environment that encourages lecturers to innovate in the learning and research process. In addition, a strong organizational culture is able to create a sense of belonging to the institution so that lecturers are

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more motivated to achieve the performance targets that have been set by the university. Thus, organizational culture can be considered as a strategic factor that affects the success of lecturers in implementing the Tri Dharma of Higher Education and improving the quality of higher education institutions

2. The Influence of the Work Environment on the Performance of Lecturers at the Faculty of Agriculture, Gorontalo State University

The regression results found that the work environment had a positive and significant effect on the performance of lecturers at the Faculty of Agriculture, Gorontalo State University with a determinant value of 28.10%. Narasuci et al., (2018) show that a good work environment is able to improve the performance of academic staff through increasing lecturer motivation and job satisfaction. Hasmawati et al., (2022) explained that a supportive work environment, both from physical and psychological aspects, can increase the creativity and productivity of lecturers in carrying out academic activities in higher education. This shows that a positive work environment not only increases work comfort, but can also strengthen the motivation and commitment of lecturers in carrying out their professional duties. Tannady and Budi (2023) show that a good work environment has a significant role in improving lecturer performance because a supportive work environment can strengthen lecturers' motivation and involvement in academic activities. In addition, Rahardja et al., (2020) also emphasized that the support of the work environment and academic facilities is an important factor in improving lecturer performance and the quality of higher education in a sustainable manner.

These results are in accordance with the statement from Rahardja et al., (2020) that the work environment is an important factor that affects the effectiveness of lecturers in carrying out their academic activities in higher education. A good work environment includes not only physical aspects such as learning facilities, comfortable workspaces, and the availability of assistive technology, but also psychological aspects such as harmonious working relationships, effective communication, and support from institutional leaders. When lecturers work in a conducive environment and support academic activities, they will be more motivated to improve the quality of teaching, research, and scientific contributions to society.

According to Lusty and Ariyanto (2023), a conducive work environment can increase lecturers' job satisfaction and productivity, having a direct impact on improving their performance. A work environment that provides support for competency development, academic collaboration, and appreciation for lecturers' achievements will encourage lecturers to work more optimally. In addition, a positive work environment can also reduce work stress and increase

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lecturers' motivation in carrying out their duties as professional educators. Therefore, universities need to create a comfortable, safe, and supportive work environment so that lecturers are able to carry out academic tasks effectively and achieve maximum performance.

3. The Influence of Organizational Culture and Work Environment on the Performance of Lecturers at the Faculty of Agriculture, Gorontalo State University

Simultaneous regression testing found that organizational culture and work environment together had a significant effect on the performance of lecturers at the Faculty of Agriculture, Gorontalo State University with a determinant value of 64.40%. The combination of organizational culture and the work environment has a very important role in improving the quality of lecturer performance in higher education. Gorzelany et al., (2021) explained that an organizational culture that supports innovation will have a positive impact on academic productivity at universities because it encourages collaboration, creativity, and lecturer involvement in academic activities. Narasuci et al., (2018) show that a conducive work environment is able to improve lecturer performance through increased motivation and job satisfaction felt by academic staff. Zhu and Engels (2014) explain that organizational culture in universities can strengthen innovation in the learning process and increase the effectiveness of lecturers' work when the organization is able to create a work environment that supports academic change and development.

These results are in accordance with the statement from Adiwinata et al., (2022) that organizational culture and the work environment are two interrelated factors in influencing the performance of lecturers in higher education. A strong organizational culture will shape positive values, norms, and work behaviors, while a conducive work environment will provide support for lecturers to carry out their academic duties optimally. When these two factors work synergistically, lecturers will have high work motivation, a strong sense of responsibility, and a commitment to improving the quality of higher education. This will have an impact on improving lecturer performance, especially in the implementation of the Tri Dharma of Higher Education.

According to Tannady and Budi (2023), organizational culture and work environment simultaneously have a significant influence on the performance of lecturers in higher education. An organizational culture that supports innovation, cooperation, and professionalism will encourage lecturers to work more effectively, while a comfortable and supportive work environment will increase job satisfaction and lecturer productivity. The combination of a strong organizational culture and a conducive work environment will create a positive work climate so that lecturers are able to improve the quality of teaching, research productivity, and contribute to the development of higher education institutions. Thus, these two factors are important elements

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in improving lecturer performance in a sustainable manner.

CONCLUSION

Based on the results of the research and discussion, several research conclusions can be drawn as follows:

1. Organizational culture has a positive and significant effect on the performance of lecturers at the Faculty of Agriculture, Gorontalo State University with a determinant value of 36.30%. Positive influence means that the ideal organizational culture will improve the performance of lecturers at the Faculty of Agriculture, Gorontalo State University.
2. The work environment has a positive and significant effect on the performance of lecturers at the Faculty of Agriculture, Gorontalo State University with a determinant value of 28.10%. The positive influence means that the more conducive the work environment at the Faculty of Agriculture, Gorontalo State University, the lecturers will be able to achieve better performance results.
3. Organizational culture and work environment together have a significant effect on the performance of lecturers at the Faculty of Agriculture, State University of Gorontalo with a determinant value of 64.40%. This result means that the performance of lecturers in the implementation of the tridharma of higher education at the Faculty of Agriculture, Gorontalo State University will continue to grow better if there is an organizational culture and a better work environment. The remaining 35.60% can be explained by other variables that were not studied in this study such as lecturer competence (pedagogic, professional, social, and personality), work motivation, job satisfaction, leadership or management of higher education, participation in decision-making, workload, facilities and institutional support, experience and demographic characteristics of lecturers.

FUTURE DIRECTIONS

The next study is suggested to add other variables that have the potential to affect lecturer performance, such as work motivation, leadership style, job satisfaction, and the use of technology in the learning process. In addition, it is necessary to conduct research on various other faculties or universities so that the results are more representative and can be generalized. The use of a mixed methods approach is also recommended to gain a more comprehensive understanding, especially in exploring contextual factors that affect organizational culture and work environment more deeply.

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