

The Influence of Organizational Culture, Cognitive Abilities, Work Team On The Performance of Private University Lecturer In Kopertais Region IX, North Sumatra

Rini Dewi Andriani, Saiful Akhyar Lubis, Candra Wijaya

Universitas Islam Negeri Sumatera Utara Medan
Email: rinidewiandriani3@gmail.com

ABSTRACT

This research is to find out; 1) direct influence of organizational culture on lecturer performance, 2) direct influence of lecturer cognitive abilities on lecturer performance, 3) direct influence of lecturer work teams on lecturer performance, 4) influence of organizational culture on work teams, 5) direct influence of cognitive abilities on work teams, 6) the indirect influence of organizational culture on performance through work teams, 7) the indirect influence of cognitive abilities on lecturer performance through work teams. This research uses quantitative methods, with a form of descriptive research that processes data using the results of distributing questionnaires to population samples, so as to obtain a significant relationship and a mutual tendency towards the probability of error regarding the hypothesis being built. This type of research approaches path analysis (path analysis). This research examines or analyzes the relationship between research variables, as well as measuring the influence of one variable on other variables. In this research, there are four variables that will be studied, namely (1) organizational culture, (2) cognitive abilities, (3) work team, and (4) lecturer performance. The population in this study were all permanent lecturers at private universities consisting of forty-three (43) universities and high schools in Kopertais Region IX, North Sumatra. The sample used in this research was proportional random sampling guided by the Krejcie and Morgan tables. The research sample included 311 lecturers from eight (8) universities and high schools in Kopertais Region IX, North Sumatra who were still active until 2021/2022. The results of the research, the R-Square value of Lecturer Performance (Y) is 0.760, which means that Organizational Culture (X1), Cognitive Ability (X2), and Work Team (X3) are able to explain Lecturer Performance (Y) by 76%, the remaining 24% explained by other factors, the R-Square value of the Work Team (X3) is 0.500, which means that Organizational Culture (X1) and Cognitive Ability (X2) are able to explain the Work Team (X3) by 50%, the remaining 50% is explained by other factors, Organizational Culture (X1) has a positive and significant effect on Lecturer Performance (Y), with a coefficient value (Original Sample column) = 0.383, and P-Values = 0.000 < 0.05 (Hypothesis Accepted),

Keywords: Lecturer Performance, Organizational Culture, Cognitive Ability, Work Team

A. INTRODUCTION

Every individual has internal conditions, where these internal conditions play a role in their daily activities. One of these internal conditions is performance. It is understood that the productivity of an organization is influenced by many factors, such as opportunities to obtain additional education and training, fair, rational and objective performance assessments, reward systems and various other factors.

Global competition has raised performance standards in various dimensions, organization, management, human resources, costs, products and operational systems (White, 1988). These performance standards are not static and precise so they require further development of the company and its human resources. By accepting the challenges posed by these ever-increasing standards, effective companies are willing to do whatever is necessary to have a strategic competitive edge.

The success of an organization in achieving its stated goals is influenced by many factors, one of these factors is human resources. Human resources are still an important concern for management as a very influential factor in determining organizational success. As stated by Synder (1980:431) that humans are the most valuable resource, and behavioral science provides many techniques and programs that can guide the use of human resources more effectively.

In the 4.0 era or better known as the millennial era, companies, institutions and organizations need Human Resources who can understand how to carry out their duties and must be able to keep up with increasingly sophisticated and digitalization-based technological developments. Human resources who have skills that can compete with technological developments in this era are highly sought after by institutions or organizations as stakeholders. Human resources are the component that most determines the success of an organization. An organization is required to have more value than other organizations. The Indonesian government seeks to develop the quality of human resources through education, because the quality of human resource factors in a company today has developed beyond just labor relations and administrative work. However, it is more integrated into the company's management process and strategic planning.

Like PT. Indah Cup Sukses Makmur, is fully aware that the quality contained in the products it produces cannot exist without quality in the processing, quality in the processing will not be possible without an appropriate organizational management process as well. Therefore, to realize the company's goals, commitment from its employees is very necessary. However, the problem that arises is that the concept of building employee commitment is not an easy thing, although it is not an absolute thing that companies cannot do. Indeed, in general the commitment of PT employees. Indah Cup Sukses Makmur is quite good. This can be seen from the employee turnover rate which is still below the limit value, namely below 10% of the number of active employees of 200 employees.

Human resource factors in a company today have developed beyond just labor relations and administrative work. However, it is more integrated into the management process and strategic planning of the institution. Just as Kopertais Region IX, North Sumatra, is well aware that institutional quality cannot exist without quality in its processing, quality in processing will not be possible without the existence of an appropriate organizational management process as well. Therefore, to realize the goals of the institution, good performance is needed from its workers.

However, the problem that arises is that the concept of building performance is not an easy thing, although it is not an absolute thing that cannot be done by institutions. In general, the commitment of Kopertais Region IX North Sumatra is quite good.

In general, the quality of Indonesian human resources is still in the low category. The 2018 Human Development Index Report data placed Indonesia at number 111. This indicator is a measurement of the quality of life of a country's population in terms of education, life expectancy, literacy level and living standards. The low quality of higher education is an indicator of the competitiveness of Indonesia's human resources compared to countries in the Asia-Pacific region. The low quality of human resources is a fundamental problem that hampers development and development of the national economy. Mulyasa (2016:43) said that human resource management needs to be pursued gradually and continuously through a quality education system in both formal, informal and non-formal education channels, starting from basic education to higher education.

Universities as educational units that provide higher education have a strategic role and function in realizing the mandate of Law Number 20 of 2003 concerning the national education system, namely producing graduates who have noble character, are honest, qualified, democratic and

are able to face challenges and competition between nations. In this regard, it is necessary to have reliable human resources who can face challenges, create and fill job opportunities, because it is indicated that one of the causes of the economic crisis is the low quality of human resources. The low quality of higher education cannot be separated from the low performance of lecturers as higher education teaching staff. In accordance with Law no. 14 of 2005, lecturers are professional educators and scientists with the main task of transforming, developing,

To deal with the conditions above, organizations must make many fundamental changes that include the cultural values of the organization itself, both in terms of systems and structure. The values that support this culture can be formed through the historical journey of the organization itself, because these cultural values are the key to the success of an organization. When times have changed, the situation has become competitive and demands that competence be a determining value for organizational success, the organizational culture will also change, focusing attention on individual performance. To instill and strengthen organizational culture, several things can be done, such as preparing organizational designs and structures, developing organizational procedures and systems, designing physical spaces and office buildings, instilling history, legends, certain myths and events, important people in the structure, as well as formal statements regarding the organization's philosophy. The organizational culture that has been formed will refer to the formulation of beliefs, values and ways of learning from experiences that have been built throughout the history of the organization and are manifested in every material arrangement and behavior of each member of the organization as values. values that guide human resources in carrying out their duties and obligations and also their behavior in organizations. Existing values will shape the work environment as an attitude that is embedded in oneself to always appreciate and appreciate work by continuing to improve the quality of work from time to time. as well as formal statements regarding the organization's philosophy. The organizational culture that has been formed will refer to the formulation of beliefs, values and ways of learning from experiences that have been built throughout the history of the organization and are manifested in every material arrangement and behavior of each member of the organization as values. values that guide human resources in carrying out their duties and obligations and also their behavior in organizations. Existing values will shape the work environment as an attitude that is embedded in oneself to always appreciate and appreciate work by continuing to improve the quality of work from time to time. as well as formal statements regarding the organization's philosophy. The organizational culture that has been formed will refer to the formulation of beliefs, values and ways of learning from experiences that have been built throughout the history of the organization and are manifested in every material arrangement and behavior of each member of the organization as values. values that guide human resources in carrying out their duties and obligations and also their behavior in organizations. Existing values will shape the work environment as an attitude that is embedded in oneself to always appreciate and appreciate work by continuing to improve the quality of work from time to time. values and ways of learning from experiences that have been built throughout the history of the organization and are manifested in every material arrangement and behavior of each member of the organization as values that become the basis for human resources in carrying out their duties and obligations and also behavior in organizations. Existing values will shape the work environment as an attitude that is embedded in oneself to always appreciate and appreciate work by continuing to improve the quality of work from time to time. values and ways of learning from experiences that have been built throughout the history of the organization and are manifested in every material arrangement and behavior of each member of the organization as values that become the basis for human resources in carrying out their duties and obligations and also behavior in organizations. Existing values will shape the work environment as an attitude that is embedded in oneself to always appreciate and appreciate work by continuing to improve the quality of work from time to time.

An organization is said to be successful if it can attract attention to the advantages possessed by its personnel in the organization. Cognitive ability is an important part that determines a person's success. Success is not only determined by knowledge and the ability to use reason but also the ability to direct it and connect it to good values, both individually and as a group within an organization. The importance of a person's cognitive abilities determines the success of his or her organization. Success originates from attitudes or behavior that reflect a person's unique belief, intelligence, enthusiasm and

courage, honor, devotion and loyalty. Human mental attitudes and cognitive abilities are related to the climate and environmental conditions where a person is. Previous research results have shown many factors that can influence individual performance in an organization. Several of these factors need to be managed well by management in order to encourage and empower human resources to work well and have high performance. Wibowo (2010:363) says that organizations are formed to achieve certain goals through the performance of all human resources in the organization. Wibowo also emphasized that human resource performance is largely determined by the internal and external conditions of the organization, including organizational culture. Therefore, the ability to create an organization with a culture that is able to encourage performance is a necessity. Previous research results have shown many factors that can influence individual performance in an organization. Several of these factors need to be managed well by management in order to encourage and empower human resources to work well and have high performance. Wibowo (2010:363) says that organizations are formed to achieve certain goals through the performance of all human resources in the organization. Wibowo also emphasized that human resource performance is largely determined by the internal and external conditions of the organization, including organizational culture. Therefore, the ability to create an organization with a culture that is able to encourage performance is a necessity. Previous research results have shown many factors that can influence individual performance in an organization. Several of these factors need to be managed well by management in order to encourage and empower human resources to work well and have high performance. Wibowo (2010:363) says that organizations are formed to achieve certain goals through the performance of all human resources in the organization. Wibowo also emphasized that human resource performance is largely determined by the internal and external conditions of the organization, including organizational culture. Therefore, the ability to create an organization with a culture that is able to encourage performance is a necessity. Several of these factors need to be managed well by management in order to encourage and empower human resources to work well and have high performance. Wibowo (2010:363) says that organizations are formed to achieve certain goals through the performance of all human resources in the organization. Wibowo also emphasized that human resource performance is largely determined by the internal and external conditions of the organization, including organizational culture. Therefore, the ability to create an organization with a culture that is able to encourage performance is a necessity. Several of these factors need to be managed well by management in order to encourage and empower human resources to work well and have high performance. Wibowo (2010:363) says that organizations are formed to achieve certain goals through the performance of all human resources in the organization. Wibowo also emphasized that human resource performance is largely determined by the internal and external conditions of the organization, including organizational culture. Therefore, the ability to create an organization with a culture that is able to encourage performance is a necessity. Wibowo also emphasized that human resource performance is largely determined by the internal and external conditions of the organization, including organizational culture. Therefore, the ability to create an organization with a culture that is able to encourage performance is a necessity.

Many factors can influence a person's success in achieving high performance. Some of these factors include organizational culture, cognitive abilities, and work teams, which require good organizational management to achieve success. Human resources are the main component for the success of educational programs in higher education in order to realize their vision and mission. Universities must have a complete human resource management system in accordance with planning and development needs. Considering its central role in higher education, human resources must be managed and their qualifications must always be improved, both from the academic aspect which is a professional requirement,

Colquit, LePine, and Wesson (2009:64) state that the definition of performance is "as the value of the set of employees that contribute, either positively or negatively, to organizational goal accomplishment". The value of a set of employee behaviors that contribute positively or negatively to achieving organizational goals. Colquit further stated that job performance is an individual outcome, which is influenced by organizational mechanisms, group mechanisms and individual characteristics. Colquit stated that organizational culture is social knowledge that is shared within an organization

regarding a set of rules, norms and values that shape the attitudes and behavior of all employees. Dimensions of organizational culture include: (1) solidarity, (2) friendliness, (3) customer service, (4) work safety, (5) diversity and, (6) creativity. From the definition above, there are three main points that can be drawn. First, culture is social knowledge that is known by all members of an organization. Usually employees know and learn about aspects of organizational culture from other employees. Ways that employees can use to understand organizational culture include observation, transfer of knowledge with explicit communication. It is concluded that organizational culture is knowledge that can be shared so that employees in the organization can learn and have an understanding of the culture that exists in their organization. Second, organizational culture can inform employees about the rules, norms and values that exist and are held within the organization. With organizational culture, employees can understand the targets and focus of the company, behaviors that are permitted and not permitted, appropriate clothing to wear when working, and so on. Third, organizational culture focuses or sharpens its targets on the attitudes and behavior of employees. by creating a system that can control and supervise these actions.

According to Robbins & Judge (2008), organizational culture is a system or values of meaning shared by its members which distinguishes or is a characteristic of the organization from other organizations. According to him, organizational culture is also the values and guidelines for human resources within the company to deal with external problems and adjustments to integration within the organization, so that each member in the organization must understand the existing values and how they should act and behave. (Robbins & Judge, 2008). Robbins & Judge (2008) stated that the indicators used in examining organizational culture variables include: a) Innovation and risk taking, namely the extent to which innovation and risk taking are implemented by employees. b) Attention to details, namely the extent to which precision, analysis and attention to details are applied by employees. c) Results-oriented, namely the extent to which the company succeeds in focusing on the results obtained, not on the techniques or processes used to achieve the desired results. d) People-oriented, namely the extent to which decisions taken by upper management take into account the effects on members in the organization. e) Team-oriented, namely the extent to which employees do work as a team, rather than individually. f) Aggressiveness, namely the extent to which the employee is aggressive and competitive in carrying out work, instead of relaxing and taking work for granted. g) Stability, namely the extent to which the organization maintains stability or status quo in organizational activities when experiencing different growth.

Performance according to Armstrong and Baron (2011:159) is about doing work and the results achieved from that work. Performance is the result of work that has a strong relationship with the organization's strategic goals, customer satisfaction and economic contribution. Performance is the result of work that has a strong relationship with the organization's strategic goals which are influenced by ability, motivation, perception and opportunities (Role perception and opportunities).

A successful university is a university that is able to manage potential resources according to needs. The success of higher education is very dependent on the results achieved by each member. Organizational achievements are a collection of individual performance achievements. Performance is the level of achievement of results for the implementation of certain tasks. Individual performance, group performance and company performance are influenced by many internal and external organizational factors (Simanjuntak, 2011). Factors that influence performance are individual factors, abilities, skills, family background, work experience, a person's social level and demographics. Then psychological factors, perceptions, roles, work attitudes, personality, motivation and job satisfaction. Therefore, A control system is needed that is able to motivate organizational members to achieve the expected results so as to create goal alignment. Organizational achievements are a collection of individual performance achievements. Organizational success is very dependent on the results achieved by each member. Therefore, controllers are needed who are able to motivate organizational members to achieve the expected results so as to create harmony in achieving goals.

From a number of educational studies, it is believed that lecturer performance is the dominant factor that determines the level of success of higher education in achieving its goals. The level of success of lecturers in carrying out their duties as implementers in management in higher education is apparently influenced by external and internal factors. Among the external factors are organizational culture, cognitive abilities and work teams, and one of the internal factors is

performance. Continuous improvement in the quality of graduates requires planning and development efforts in all sectors, including the teaching and learning process.

Kopertais region IX is the Coordinator of Private Islamic Higher Education in North Sumatra which is located on Jl. IAIN campus I UINSU. This institution is tasked with supervising and guiding Private Religious Universities (PTAIS) in North Sumatra Province. Kopertais is an institution that assists the Directorate General of Islamic Religious Institutions in carrying out technical supervision, quality control, guidance and empowerment of Private Islamic Religious Universities (PTAIS) in the areas of institutional, academic, personnel, facilities and infrastructure. Deputy Coordinator of Kopertais Region IX North Sumatra, Muhammad Aswin, added Currently there are around 45 PTKIS/ST AIS under the coordination of his party. The existence of PTKIS and/or Private Islamic Colleges (ST AIS) in North Sumatra requires extra management and management guidance.

There are many empirical problems that exist and are related to the performance of lecturers under the auspices of Kopertais Region IX North Sumatra, including the ability of lecturers to carry out their work is not yet satisfactory. This can be seen from the fact that many lecturers and staff in the organization are still lacking in implementing the Tri Dharma of higher education, namely in terms of research and development and community service. Problems involving employee capabilities must be resolved immediately and well. The limited number of reliable employees who master operations is a fundamental problem in improving performance. Efforts to improve the quality of human resources will also include improving managerial and operational capabilities. Factors that influence performance achievement are ability factors and team work factors. This is in accordance with the opinion of Davis (1985) quoted by Mangkunegara (2010). The abilities possessed by an employee really help the company to achieve its goals.

The abilities required are the ability to carry out various mental activities - thinking, reasoning and solving problems. Ability is different from skill, ability comes from the individual himself. Abilities and other factors play a role in individual behavior and performance. Based on a pre-survey conducted on 10 respondents from Islamic Colleges in Medan, data was obtained as in Table 1.

Table 1. Pre-Survey Results of Cognitive Abilities for Lecturers at Religious Colleges in Medan

No.	Statement	Amount Respondent	Answer			
			Yes	%	No	%
1.	Able to teach because he has experience	10	6	60	4	40
2.	The latest education is appropriate to the field of work	10	5	50	5	50
3.	Education and knowledge appropriate to the field of work	10	3	30	7	70
4.	Training provides opportunities to develop teaching talents	10	4	40	6	60
5.	Training improves skills to improve the quality of work	10	4	40	6	60
6.	Always able to complete tasks on time	10	3	30	7	70

The pre-survey results in Table 1. show that there are weaknesses in the cognitive abilities of lecturers at Religious Colleges in Medan. Based on the percentage of respondents' answers, lecturers who complete assignments on time in the office are only 30 percent. This shows that the lecturers' attitude towards achieving targets is still not good. Furthermore, there are still many lecturers whose education and knowledge do not match their field of work, which is only 30 percent of respondents. Lack of self-encouragement in an effort to become a more cognitively capable individual is also faced by lecturers, where lecturers are not yet experienced in their work to become individuals who have cognitive abilities.

Many factors influence a person's performance, both directly and indirectly, for example organizational culture, motivation, discipline and leadership style (Ciobanu & Andronicianu, 2015). Organizational culture refers to a system of shared meaning carried out by members of an

organization that differentiates the organization from other organizations (Robbins & Judge, 2015). Organizational culture is a value that is mutually understood so that it becomes a reference for each member of the organization in acting and interacting within the organization. A conducive organizational culture will encourage employees to demonstrate optimal performance. A strong organizational culture will influence the behavior of organizational members as a whole. Suwanto & Koesharto (2010) stated that in general, A company or organization consists of a number of people with diverse backgrounds, personalities, emotions and egos. The results of the sum and interaction of various people form organizational culture. In simple terms, organizational culture can be defined as a unity of people who have the same goals, beliefs and values.

Organizational culture is concerned with how employees perceive the characteristics of an organization's culture, not with whether they like the culture or not. This means that culture is a descriptive term. Organizational culture is a shared perception shared by all members of the organization.

According to Colquitt, organizational culture is "organization culture as the shared social knowledge within an organization regarding the rules, norms, and values that shape the attitudes and behaviors of its employees." rules, norms and values that shape the attitudes and behaviors of all employees). According to Kreitner and Kinicki, organizational culture is a set of assumptions shared and implicitly taken for granted and held by a group that determines how it feels, thinks, and reacts to diverse environments. According to McShane, organizational culture is the values and assumptions applied in an organization. Luthans,

According to Robbins (2015), organizational culture is a shared perception held by members of the organization, organizational culture concerns how members see the organization, not whether organizational members like it or not, because members absorb organizational culture based on what they see or hear inside the organization. And organizational members tend to perceive the same culture in the organization even though they come from different backgrounds or work at different levels of expertise in the organization. Furthermore, Luthans (2011) stated that organizational culture is a basic pattern of thinking that is taught to new personnel as a way to feel, think and act correctly from day to day.

The results of a pre-survey conducted through interviews showed that the organizational culture of 10 lecturer respondents at several Religious High Schools in Medan was not good with an average score below 50 percent. From the data above, more significant problems were also found regarding organizational culture among lecturers at several Religious High Schools in Medan. Based on the respondents' answers in interviews, only 30 percent of respondents understood the vision and mission of the Higher School, which in their work should be understood by lecturers.

Organizations are groups that interact for a common goal. Teamwork is an important aspect to support work effectiveness in an organization. Team members must be able to work together and have confidence in the abilities of their colleagues. So the quality of employee work is determined by the extent to which the organization is able to manage human resources to have a commitment to mutually support the achievement of organizational goals and personal goals. This commitment can be realized by reflecting team work, which is group cooperation for a common goal. This statement is in line with what was stated by Burn (Burn, 2004:15), an effective team is a work team whose members collaborate with each other to achieve common goals and have an attitude that supports each other in teamwork.

According to Colquitt, a work team is "a team consisting of two or more people who work interdependently over some time period to accomplish common goals related to some task oriented purpose" (a team consists of two or more people who work and depend on each other during several time periods to achieve a common goal related to some task-oriented goal). According to Robbins, a work team is part of a work group, a team is built for the benefit (symbiosis) of interactions between members. Furthermore, according to Steven L. McShane, a work team is a group containing two or more people who interact and influence each other, holding each other accountable for achieving common goals that are in accordance with organizational goals, and establish themselves as social entities within the organization. According to Umam, a work team is a group that has harmonious interactions that encourage change, growth and personal and organizational development. Based on the definition above regarding what a work team is, it can be synthesized that a work team is a work

group whose members consist of more than one person who have an interaction relationship with one another, a common goal, for the benefit of achieving common goals set by the organization.

Robbins (1990:440) says team work in an organization is working with good cooperation and if organizations join together to form a team they will have certain needs, these needs include effective communication, listening, actively resolving conflicts and providing mutual motivation among fellow team members. . In team work, formal cooperation occurs consisting of individuals who are interdependent and responsible for achieving a goal. The survey results show that the implementation of work teams by 10 lecturer respondents at several religious high schools in Medan is still in the low category, namely 50 percent. Based on respondents' answers in interviews, only 50 percent of respondents carry out their work as a team in high school.

Based on the results of initial observations, it can be seen that the performance of lecturers at several private universities in Kopertais Region IX, North Sumatra is generally still low. This can be seen from the lack of public trust in private universities, especially at the Private High School level. Another thing can also be seen from how a lecturer carries out tasks given directly by his superior, or simply by focusing on achieving high school performance targets, while lecturers are still needed with the ability to see the extent of the lecturer's cognitive abilities based on the level of intelligence and competence through create. The cognitive abilities and implementation of team work (team work) of lecturers are still lacking in understanding and not implementing organizational culture well in daily life. There are lecturers who quickly understand and know cognitive skills and do team work, but there is no application of culture. Meanwhile, cognitive abilities and team work are learning outcomes that without the cognitive domain and team work, it is difficult to imagine a lecturer being able to understand and believe in the existing culture. According to researchers, to overcome the problems as described above, more and firm development is needed so that lecturers can understand and apply their cognitive abilities, work teams and organizational culture in everyday life. It is difficult to imagine that a lecturer can understand and believe in the existing culture. According to researchers, to overcome the problems as explained above, more and firm development is needed so that lecturers can understand and apply their cognitive abilities, work teams and organizational culture in everyday life. It is difficult to imagine that a lecturer can understand and believe in the existing culture. According to researchers, to overcome the problems as described above, more and firm development is needed so that lecturers can understand and apply their cognitive abilities, work teams and organizational culture in everyday life.

Based on the statement above, the researcher is interested in conducting research with the title "The Influence of Organizational Culture, Cognitive Ability and Work Teams on the Performance of Private Higher Education Lecturers in Kopertais Region IX, North Sumatra."

B. LITERATURE REVIEW

Performance

Performance is optimal achievement in accordance with one's potential so that results are achieved as determined. This performance describes the extent of a person's activities in carrying out tasks and trying to achieve goals.

Organizational culture

Organizational culture is an activity related to sharing the values and beliefs that underlie the identity of a company.

Cognitive Ability

Intellectual abilities are the abilities needed to carry out various mental activities - thinking, reasoning and solving problems

Work Team

Teamwork is a series of values, attitudes and behavior in a team. So it doesn't always consist of a group of people with the same style, attitude or way of working. The differences between teams are actually the potential that will make a team creative and innovative.

C. METHODS

Place and time of research

The research location is a private university in the region IX cooperative environment of North Sumatra province, which consists of universities and high schools.

Research Approach

This research is research that has numerical numbers and is an approach to quantitative methods, with a form of descriptive research that processes data with the results of distributing questionnaires to population samples, so as to obtain a significant relationship and a mutual tendency towards the probability of error regarding the hypothesis being built. This type of research is research with a path analysis approach.

Population and Sample

The population in this research is all permanent lecturers at private universities which homogeneously have the same characteristics, namely consisting of forty-three (43) universities and high schools in Kopertais region IX, North Sumatra.

The sample in this research were all lecturers from eight (8) universities and high schools in Kopertais Region IX, North Sumatra who were still active until 2021/2022, totaling 311 lecturers.

Variables and Operational Definitions

This research consists of four variables which are used as research objects. The variables in this research consist of 3 (three) exogenous variables, namely organizational culture, cognitive abilities and work teams, and 1 (one) endogenous variable, namely performance.

Data analysis technique

There are two data analysis techniques used in this research, namely descriptive analysis and inferential analysis.

D. RESULTS AND DISCUSSION

Research results

The results of the analysis of the significance of the path coefficient between exogenous variables and endogenous variables are summarized in Table 2. below.

Table 2. Summary of the Results of the Path Coefficient Significance Analysis between Exogenous Variables and Endogenous Variables

No.	Path Coefficient	tcount	ttable α 5%	Information
1.	$\rho_{41}= 0.387$	15.50	1,645	Path means
2.	$\rho_{42}= 0.236$	20.33		Path means
3.	$\rho_{43}= 0.383$	20.38		Path means
4.	$\rho_{31}= 0.470$	3,784		Path means
5.	$\rho_{32}= 0.317$	20.67		Path means

Overall Structure Test 1 (Model 1)

This hypothesis states that the level of Lecturer Performance (X4) is directly influenced by Organizational Culture (X1), Cognitive Ability (X2) and Work Team (X3). Therefore, a hypothesis is proposed:

H0 : $P_{3-12}= 0$: Organizational Culture (X1) and Cognitive Ability (X2) simultaneously have no effect on the Work Team (X3).

H0 : $P_{3-12}\neq 0$: Organizational Culture (X1) and Cognitive Ability (X2) simultaneously influence the Work Team (X3).

Based on the results of calculations carried out on the overall (simultaneous) test for Structure 1 or Model 1, the Fcount value was obtained at 0.301 (0.787) while the Ftable with dk = 2:310 was

obtained at 4.71 at a significance level of 5% ($\alpha = 0.05$). These results show that $F_{count} (0.470) < F_{table} (4.71)$, with reference to the test criteria, namely reject H_0 , if the F_{count} value $> F_{table} - 0.05$, or H_0 cannot be rejected, if $F_{count} < F_{table} - 0.05$. Thus, based on the calculation results, it can be concluded that H_0 is rejected and H_a is accepted, meaning that there is a positive influence of Organizational Culture (X_1) and Cognitive Ability (X_2) simultaneously and significantly on the Work Team (X_3).

Structure Test 1

Hypothesis 1

The hypothesis proposed is:

H_0 : $\rho_{31} = 0$: Organizational Culture (X_1) has no effect on the Work Team (X_3).

H_a : $\rho_{31} \neq 0$: Organizational Culture (X_1) has an effect on the Work Team (X_3).

In Table 4.45 above, the path coefficient between X_1 and X_3 is obtained $\rho_{31} = 0.470$ and price = 15.50. For $N = 311$ at the 5% significance level, $t_{table} = 1.645$. The calculation results produce $t_{count} > t_{table} (15.5 > 1.645)$. Thus, H_0 is rejected and H_a is accepted, so it can be concluded that Organizational Culture has a direct influence on the Work Team. t_{hitung}

Hypothesis 2

The hypothesis proposed is:

H_0 : $\rho_{32} = 0$: Cognitive Ability (X_2) has no effect on the Work Team (X_3).

H_a : $\rho_{32} \neq 0$: Cognitive Ability (X_2) has an effect on the Work Team (X_3).

In Table 4.45 above, the path coefficient between X_2 and X_3 is obtained $\rho_{32} = 0.317$ and price = 20.33. For $N = 311$ at the 5% significance level, $t_{table} = 1.645$. The calculation results produce $t_{count} > t_{table} (20.33 > 1.645)$. Thus, H_0 is rejected and H_a is accepted, so it can be concluded that cognitive ability has a direct effect on work motivation. t_{hitung}

Overall Structure Test 2 (Model 2)

This hypothesis states that the level of performance (X_4) is directly influenced by Organizational Culture (X_1), Cognitive Ability (X_2) and Work Team (X_3). Therefore the hypothesis is proposed:

H_0 : $\rho_{4-321} = 0$: Organizational Culture (X_1), Cognitive Ability (X_2), and Work Team (X_3) do not simultaneously influence Performance (X_4).

H_a : $\rho_{4-321} > 0$: Organizational Culture (X_1), Cognitive Ability (X_2), and Work Team (X_3) simultaneously influence Performance (X_4).

Table 3. Summary of Structure Test 2

	R Square
Lecturer Performance (Y)	0.760
Work Team (X3)	0.500

Based on the calculations, the F_{count} value is 23.1927, while the F_{table} with $dk = 3:307$ is 3.88 at a significance level of 5% ($\alpha = 0.05$). These results show that $F_{count} (23.192) > F_{table} (3.88)$, that H_0 is rejected and H_a is accepted, meaning that there is a simultaneous and significant influence of Organizational Culture, Cognitive Ability and Work Team on Performance.

Structure Test 2

Hypothesis 3

The hypothesis proposed is:

H_0 : $\rho_{41} = 0$: Organizational Culture (X_1) has no effect on Performance (X_4).

H0: $\rho_{41} \neq 0$: Organizational Culture (X₁) has an effect on Performance (X₄).

In Table 3 above, the path coefficient between X₁ and X₄ is obtained $\rho_{41} = 0.383$ and price = 15.50. For N = 311 at the 5% significance level, t table = 1.645. The calculation results produce tcount > ttable (15.50 > 1.645). Thus Ho is rejected and Ha is accepted, so it can be concluded that Organizational Culture has a direct effect on Performance. *t_{hitung}*

Hypothesis 4

The hypothesis proposed is:

- H0 : $\rho_{42} = 0$: Cognitive Ability (X₂) has no effect on Performance (X₄).
- H0 : $\rho_{42} \neq 0$: Cognitive Ability (X₂) has an effect on Performance (X₄).

In Table 2 above, the path coefficient between X₂ and X₄ is obtained $\rho_{42} = 0.236$ and price = 3.784. For N = 311 at the 5% significance level, t table = 1.645. The calculation results produce tcount > ttable (3.784 > 1.645). Thus Ho is rejected and Ha is accepted, so it can be concluded that Cognitive Ability has a direct effect on Performance. *t_{hitung}*

Hypothesis 5

The hypothesis proposed is:

- H0 : $\rho_{43} = 0$: Work Team (X₃) has no effect on Performance (X₄).
- H0 : $\rho_{43} \neq 0$: Work Team (X₃) influences Performance (X₄).

In Table 3 above, the path coefficient between X₃ and X₄ is obtained $\rho_{43} = 0.382$ and price = 20.67. For N = 311 at the 5% significance level, t table = 1.645. The calculation results produce tcount > ttable (20.67 > 1.645). Thus Ho is rejected and Ha is accepted, so it can be concluded that the Work Team has a direct influence on Performance. *t_{hitung}*

Hypothesis 6

Testing this mediation hypothesis states that high and low performance is influenced indirectly by Organizational Culture (X₁) and the work team

The hypothesis proposed is:

- H0 : $\rho_{4-31} = 0$: Organizational Culture (X₁) has no effect on Performance (X₄) through the Work Team (X₃).
- H0 : $\rho_{4-31} \neq 0$: Organizational Culture (X₁) influences Performance (X₄) through the Work Team (X₃).

Table 4. Path coefficient between X₁ and X₄

	Original Sample (O)	Sample Mean (M)	P Values
Organizational Culture (X ₁) -> Work Team (X ₃) -> Lecturer Performance (Y)	0.180	0.179	0.003
Cognitive Ability (X ₂) -> Work Team (X ₃) -> Lecturer Performance (Y)	0.121	0.124	0.042

In Table 4. above, the path coefficient between X₁ and X₄ mediated by the Work Team (X₃) is obtained. $\rho_{4-31} = 0.180$ and p-values = 0.003 < 0.05 = 3.784. For N = 311 at the 5% significance level, t table = 1.645. The calculation results produce tcount > ttable (3.784 > 1.645). Thus the Ha Hypothesis is Accepted. This means that the Work Team (X₃) significantly mediates the relationship between Organizational Culture (X₁) and Lecturer Performance (X₄). Thus Ho is rejected and Ha is accepted, so it can be concluded that Organizational Culture (X₁) has a direct effect on Performance (X₄) through the Work Team (X₃). *t_{hitung}*

Hypothesis 7

The hypothesis proposed is:

H0 : P31 = 0 : Cognitive Ability (X₂) has no effect on Performance through the Work Team (X3).

H0 : P31 ≠ 0 : Cognitive Ability (X₂) influences performance through the work team (X3).

In Table 4. above, the path coefficient between X2 and X4 mediated by the Work Team (X3) is obtained. $p4-21 = 0.121$ and $p\text{-values} = 0.042 < 0.05 = 20.67$. For $N = 311$ at the 5% significance level, $t\text{ table} = 1.645$. The calculation results produce $t\text{count} > t\text{table}$ ($20.67 > 1.645$). Ha Hypothesis Accepted. This means that the Work Team (X3) significantly mediates the relationship between Cognitive Ability (X2) and Lecturer Performance (X4). Thus Ho is rejected and Ha is accepted, so it can be concluded that Cognitive Ability (X2) has a direct effect on Performance (X4) through the Work Team (X3). t_{hitung}

Direct and Indirect Influence

After calculating and testing the significance of the path coefficient values, the next step is to calculate the magnitude of the direct influence and indirect influence of the exogenous variables on the endogenous variables. A summary of direct and indirect influences is summarized in Table 5. below;

Table 5. Path Coefficient Values of Direct, Indirect, Total Influence and Correlation

Model	Exogenous Variables against Endogenous Variables	Causal Influence		
		Direct	Not Straight Through X3	Total Influence
1.	X1 against X4		0.383	
	X2 against X4	0.236	0.121	0.357
	X3 against X4	0.382	-	0.382
2	X1 against X3	0.470	-	0.470
	X2 against X3	0.317	-	0.317

Based on Table 5. above, it is known that the direct influence of Organizational Culture on Performance is $0.3832 = 0.146$ or 14.6%. Thus, Organizational Culture directly determines Performance by 14.6%. Apart from that, it is known that the direct influence of Cognitive Ability on performance is $0.2362 = 0.051$.

Thus, Cognitive Ability directly determines changes in performance amounting to 5.1%. Furthermore, it is known that the direct influence of the Work Team on Performance is $0.3822 = 0.146$. Thus, the Work Team directly determines changes in Performance is 14.6%.

Based on Table 4.3 above, it is known that the direct influence of Organizational Culture on the Work Team is $0.4702 = 0.22$. Thus, Organizational Culture determines the Work Team by 2.2%. In addition, it is known that the direct influence of Cognitive Ability on the Work Team is $0.3172 = 0.100$. Thus, the work team directly determines the level of performance by 10.0%.

Based on Table 4.3 above, it is also known that the indirect influence of Organizational Culture on Performance through Work Teams is $0.5632 = 0.316$. Thus, organizational culture indirectly determines performance by 3.16%. Apart from that, it is known that the indirect influence of Cognitive Ability on Performance through the Work Team is $0.3572 = 0.127$. Thus, Cognitive Ability indirectly determines the level of Performance by 12.7%.

Direct Influence of Organizational Culture (X1) on the Work Team (X3) in Kopertais Region IX, North Sumatra Province

The research results show that organizational culture has a positive and significant influence on work teams with a coefficient value of 0.22 or 2.2%. This figure shows the large influence of organizational culture in forming work teams in an organization or institution. This means that the

better the organizational culture of an organization, the higher the work ethic among its employees. Thus, organizational culture plays a very important role in improving work teams. The success of education cannot be separated from the role of a lecturer as an implementer of education. Getting used to a value and belief system over a long period of time can build a clear culture of values and beliefs for mutual cooperation between one lecturer and another, so that cooperation between work teams is based on the values and beliefs of the organization.

Direct Influence of Cognitive Ability (X2) on Work Teams (X3) in Kopertais Region IX, North Sumatra Province

The results of the research show that there is a positive and significant influence between cognitive abilities on work teams with a coefficient value of 0.317 or 10.0%. This figure shows that cognitive abilities have an influence on the work team. Thus, to improve the cognitive abilities of a lecturer, he needs to master the scope and objectives of the organization, involvement in carrying out difficult tasks, access to information and technology and refreshment of knowledge. As stated by R. Suesetyo (2011), in his research, the success of an organization is determined by several factors, one of which is the capability of its human resources, including the cognitive abilities of its employees and employees. These findings also support the theory used as a basis for proposing a theoretical model of research variables, namely the Colquitt, Lepine, and Wesson Organizational Behavior Integration Model which explains that cognitive abilities have a direct influence on the work team. So, the findings of this research provide the conclusion that cognitive abilities have an influence on Work Teams and Performance, which is in accordance with the research results and theories referred to in this research.

Direct Influence of Organizational Culture (X1) on Lecturer Performance (X4) in Kopertais Region IX, North Sumatra Province

Based on the results of research and data processing, it was found that organizational culture has a direct and significant effect on lecturer performance. Where the magnitude of the influence of Organizational Culture on Performance is 14.6%, meaning that changes in performance can be determined by Organizational Culture.

The research above can be concluded that culture has a fairly high influence, up to more than 50%, in influencing lecturer performance.

Direct Influence of Cognitive Ability (X2) on Lecturer Performance (X4) in Kopertais Region IX, North Sumatra Province

Based on the research results, it was found that cognitive abilities have a significant influence on performance. Where the magnitude of the influence of Cognitive Ability on Performance is 5.1%, meaning that changes in performance can be determined by Cognitive Ability.

Indirect Influence of Organizational Culture (X1) on Lecturer Performance (X4) through Work Teams (X3) in Kopertais Region IX, North Sumatra Province

Organizational culture is a set of habitual value systems and beliefs of organizational members in carrying out tasks to achieve organizational goals. Organizational culture also helps create values that involve employees in increasing the ability of employee work teams to work together to achieve organizational goals. The success of education cannot be separated from the role of a lecturer as an implementer of education. Getting used to a value and belief system over a long period of time can build a clear culture of values and beliefs for mutual cooperation between one lecturer and another, so that cooperation between work teams is based on the values and beliefs of the organization. The research results show that the correlation between organizational culture variables and lecturer performance through the work team variable has a coefficient value of 0.316 or 3.16%. The research results are relevant to Masoud (2013) who stated in his research that organizational culture, team work and organizational development have a direct and significant influence on organizational commitment. These findings also support the theory used as the basis for proposing a theoretical model of research variables, namely the Colquitt, Lepine, and Wesson Organizational

Behavior Integration Model which explains that organizational culture has a direct influence on work teams and performance.

Indirect Influence of Cognitive Ability (X2) on Lecturer Performance (X4) through Work Teams (X3) in Kopertais Region IX, North Sumatra Province

The research results show that there is a significant influence between the cognitive ability variable on lecturer performance which is mediated by the work team variable. The influence coefficient value is 0.127 or 12.7%. This figure shows the influence of cognitive ability on lecturer performance which is mediated by the work team. This shows that the remaining 87.3% was influenced by other factors which were not disclosed in this research. These findings also support the theory used as the basis for proposing a theoretical model of research variables, namely the Colquitt, Lepine, and Wesson Organizational Behavior Integration Model which explains that cognitive abilities have a direct influence on Work Teams and Performance.

Direct Influence of Work Teams (X3) on Lecturer Performance (X4) in Kopertais Region IX, North Sumatra Province

The research results show that there is a significant influence between the work team on lecturer performance. . Where the magnitude of the influence of the Work Team on Performance is 14.6%, meaning that changes in performance can be determined by the Work Team.

This shows that the more solid and good the lecturer's work team, the higher the lecturer's performance in completing their duties and responsibilities towards the organization or institution. Thus, the work team between lecturers needs to be improved so that lecturer performance can be even better. This is in accordance with the opinion of Priscilla and Santika (2019) in their research which states that work teams are important in improving the quality of performance and avoiding miscommunication that can occur between employees and leaders. Eva Silvani (2017) in her research stated that teamwork, communication and motivation have a positive and significant effect on increasing employee performance.

E. CONCLUSION

Based on the research results, it can be concluded that:

1. The R-Square value of Lecturer Performance (Y) is 0.760, which means that Organizational Culture (X1), Cognitive Ability (X2), and Work Team (X3) are able to explain 76% of Lecturer Performance (Y), the remaining 24% is explained by other factors.
2. The R-Square value of the Work Team (X3) is 0.500, which means that Organizational Culture (X1) and Cognitive Ability (X2) are able to explain the Work Team (X3) by 50%, the remaining 50% is explained by other factors.
3. Organizational Culture (X1) has a positive and significant effect on Lecturer Performance (Y), with a coefficient value (Original Sample column) = 0.383, and P-Values = 0.000 < 0.05 (Hypothesis Accepted).
4. Organizational Culture (X1) has a positive and significant effect on the Work Team (X3), with a coefficient value (Original Sample column) = 0.470, and P-Values = 0.000 < 0.05 (Hypothesis Accepted).
5. Cognitive Ability (X2) has a positive and significant effect on Lecturer Performance (Y), with a coefficient value (Original Sample column) = 0.236, and P-Values = 0.001 < 0.05 (Hypothesis Accepted).
6. Cognitive Ability (X2) has a positive and significant effect on the Work Team (X3), with a coefficient value (Original Sample column) = 0.317, and P-Values = 0.002 < 0.05 (Hypothesis Accepted).
7. The Work Team (X3) has a positive and significant effect on Lecturer Performance (Y), with a coefficient value (Original Sample column) = 0.383, and P-Values = 0.000 < 0.05 (Hypothesis Accepted).

8. Work Team (X3) significantly mediates the relationship between Organizational Culture (X1) and Lecturer Performance (Y), with P-Values = $0.003 < 0.05$ (Hypothesis Accepted).
9. Work Team (X3) significantly mediates the relationship between Cognitive Ability (X2) and Lecturer Performance (Y), with P-Values = $0.042 < 0.05$ (Hypothesis Accepted)
10. Organizational culture has a direct influence on the performance of Sawata College lecturers in Kopertais Region IX, North Sumatra. In other words, the stronger the influence of the organizational culture of private universities in Kopertais Region IX, North Sumatra, the better the performance of the lecturers.
11. Cognitive abilities have a direct influence on the performance of Sawata College lecturers in Kopertais Region IX, North Sumatra. In other words, the stronger the influence of the cognitive abilities of lecturers at private universities in Kopertais Region IX, North Sumatra, the better the performance of the lecturers.
12. The work team has a direct influence on the performance of Sawata College lecturers in Kopertais Region IX, North Sumatra. In other words, the stronger the influence of the work team of private university lecturers in Kopertais Region IX, North Sumatra, the better the performance of the lecturers.
13. Organizational culture has a direct influence on the work team of Sawata College lecturers in Kopertais Region IX, North Sumatra. In other words, the stronger the influence of the organizational culture of private universities in Kopertais Region IX, North Sumatra, the better the work team of the lecturers will be.
14. Cognitive abilities have a direct influence on the work team of Sawata College lecturers in Kopertais Region IX, North Sumatra. In other words, the stronger the influence of the cognitive abilities of private universities in Kopertais Region IX, North Sumatra, the better the work team of the lecturers.
15. Organizational culture has an indirect effect on lecturer performance through the Sawata College lecturer work team in Kopertais Region IX, North Sumatra. In other words, the stronger the influence of organizational culture and the work team of lecturers at private universities in Kopertais Region IX, North Sumatra, the better the performance of the lecturers.

REFERENCES

- Arianty, N. (2014). The Influence of Organizational Culture on Employee Performance. *Scientific Journal of Management and Business*.
- Arikunto. 2003. *Teaching Management*. Yogyakarta: Rineka Cipta
- Emron, E. (2016). Medan. *Human Resource Management Strategy and Change in Order to Improve Employee and Organizational Performance*. Jakarta: Alfabeta.
- Ghozali, I. (2016). *Application of Multivariate Analysis Using the IBM SPSS 23 Program*. Semarang: Diponegoro University.
- Gultom, K. D. (2019). *The Influence of Company Organizational Culture and Motivation on Employee Performance at PT. Perusahaan Gas Negara (Persero) Tbk Medan*. [Thesis]. Medan (ID): Muhammadiyah University of North Sumatra.
- Hasibuan, M. (2012). *Human Resource Management*. Jakarta: PT. Literary Earth.
- Mangkunegara, AA (2009). *Employee Performance Evaluation*. Bandung: Refika Aditama.
- Marwansyah. (2012). *Human Resource Management*. Bandung: Alfabeta.
- Robbins, S. P., & Coulter, M. (2010). *Management*. Jakarta: Erlangga.
- Robbins, SP, & Judge., TA (2015). *Organizational Behavior*. England: Pearson Education Limited.
- Robbins, Stephen P. 2003. *Organizational behavior*. Salemba Empat, Jakarta, Indonesia.
- Siagian, SP (2011). *Human Resources Management*. Jakarta: PT Bumi Aksara.
- Situmorang, SH, & Lutfi, M. (2012). *Data analysis*. Medan: USU Press.
- Sugiyono. (2010). *Statistics for Research*. Bandung: Alfabeta.
- Sugiyono. (2014). *Quantitative, Qualitative and R&D Research Methods*. Bandung: Alfabeta.
- James L. Gibson, John M. Ivancevich & James H. Donnelly, Jr., (1994), *Organizations: Behavior, Structure, Processes*, Boston: Richard D. Irwin, Inc.

- Stephen P. Robin, Timothy A. Judge. (2009), *Organizational Behavior*. 13 Th Edition, USA: Pearson International Edition, Prentice hall.
- Veithzal Rifai and Silviana Murni. (2009), *Education Management: Analysis of Theory and Practice*. Jakarta: Rajawali Press.
- Angelo Kinicki and Robert Kreitner. (2004), *Organizational Behavior*. Translation. Jakarta: Salemba Empat.
- Hofstede, Geert. (1986), *Culture's Consequences, International Differences in Work – Related Values*. London: Sage Publications.
- Edgar H. Schein. (1984), *Coming to New Awareness of Organizational Culture*. Sloan Management Review, Winter.
- JP Kotter and JI Heskett, (1997), *Corporate Culture and Performance*, Jakarta: Prehalindo.
- J.D. Prown, (1993), *The Truth of Material Culture; History of Fiction*, In S. Lubar and WDK Kingery, eds, *History From Things; Essays on Material Culture*, Washington; Smithsonian Institution Press, Prown.
- Stephen P. Robbins. (1996), *Organizational Behavior; Concept, Controversies, Applications*. Jakarta; PT. Prenhallindo.
- Moeliono. (2005). *Organizational Culture in Education*. Bandung: Tarsito.
- Uhar Suharsaputra. (2010), *Educational Administration*. Bandung: Refika Aditama.
- Stephen P. Robbins and Timothy A. Judge. (2007), *Organizational Behavior*. Jakarta: Salemba Empat.
- James L., Gibson, John M. Ivancevich & James H. Donnelly, Jr., (1994), *Organizations: Behavior, Structure, Processes*, (Boston: Richard D. Irwin, Inc.
- Robert Kreitner & Angelo Kinicki, (2001), *Organizational Behavior*, New York: Irwin Mc Graw-Hill, Int. Edition.
- Jennifer M. George & Gareth R. Jones, (1996), *Understanding and Managing Organizational Behavior*, New York: addison wesley Publishing Co.
- Edgar H Schein, (2004), *Organizational Culture and Leadership*, San Francisco: John Wesley and Son.
- Susanto, (2004), *Basics of Organizations*, Yogyakarta: Gajah Mada University.
- Resi Yudhaningsih, (2011), *Improving Performance Through Commitment, Change and Organizational Culture*, *Variety Humanities Development Journal* Vol. 11 No. 1,
- Frances Hesselbein & Rob Jhonston (Ed), (2002), *On Leading Change*, (New York: Peter Drucker Foundation.