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The Influence of Motivation, Organizational Culture, Leadership Style, Conflict Management, on Job Satisfaction and Lecturer Performance at Universities in Southeast Sulawesi Province

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Abstract: This study aims to (1) examine and analyze the positive and significant influence between motivation, organizational culture, leadership style and conflict management on lecturer job satisfaction. (2) To examine and analyze the positive and significant influence between motivation, organizational culture, leadership style and conflict management on lecturer performance. (3) To test and analyze the positive and significant effect of job satisfaction on lecturer performance. This study uses a quantitative approach by using primary data through questionnaires as many as 347 respondents from a population of 2578 lecturers. The study was conducted from November 2019 to January 2020. The data were analyzed using the SEM AMOS version 24.0 program. The results of this study indicate that: (1) Motivation has a positive and significant effect on job satisfaction. (2) Organizational culture has a positive and significant influence on job satisfaction. (3) Leadership style has a positive and significant effect on job satisfaction. (4) Conflict management has a positive and significant effect on job satisfaction. (5) Motivation has a positive but not significant effect on lecturer performance. (6) Organizational culture has a positive and significant influence on lecturer performance. (7) Leadership style has a positive and significant influence on lecturer performance. (8) Conflict management has a positive but not significant effect on lecturer performance. (9) Job satisfaction has a positive and significant effect on lecturer performance.

Keywords: Organizational Culture, Leadership Style, Job Satisfaction, Lecturer Performance, Conflict Management, Motivation.

1. Introduction

Education is now something that is very important to be considered in the national development of the Indonesian nation. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers states that development in the field of education is an effort to educate the nation's life and improve the quality of Indonesian people who are faithful, pious and have noble character and master science, technology and art in creating an advanced society, fair, prosperous and based on Pancasila and the 1945 Constitution of the Republic of Indonesia. Furthermore, according to Article 1 paragraph 2 it is stated that lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service.

Education aims to create quality human beings. The human qualities needed by the Indonesian people in the future are those who are able to face increasingly fierce competition with other nations in the world. The quality of Indonesian people is produced through the implementation of quality education. So there needs to be a breakthrough to improve human resources, namely lecturers, to be more advanced based on the tridharma of higher education, so lecturers are expected to not only teach, but can produce various quality works such as writing in reputable international journals, making books, owning Intellectual Property Rights (IPR), carry out community service and others, all for the advancement of the lecturer himself and the progress of the organization, namely the university where the lecturer is sheltered. So the professionalism of lecturers in the form of real contributions is needed to be able to compete in the era of society 5.0.

Improving the quality of human resource performance depends on factors that are influenced by the job satisfaction they receive and feel from an organization. The satisfaction and dissatisfaction felt by employees in carrying out their duties is something that always exists in an organization. So that lecturers need to get serious attention, in order to work better and be enthusiastic. Robbins and Judge (2011) suggest that job satisfaction is a positive feeling about one's job which is the result of an evaluation of its characteristics. A person with a high level of job satisfaction has positive feelings about the job, while someone who is dissatisfied has negative feelings about the job.

Job satisfaction and lecturer performance are factors that get the attention of every tertiary institution, especially if there is an announcement of university rankings both regarding research performance, community service and overall performance of universities in the form of clusters and for universities in Southeast Sulawesi, of course it is not appropriate. with the aspired hope, there is still a need for serious attention to the performance of lecturers and needs to be motivated to have good performance, namely at least per lecturer has scientific publications per year in national journals with ISSN (International Standard Serial Number) and accredited by Sinta 1-6 or in international journals including reputable international journals indexed by Scopus, owning textbooks, owning Intellectual Property Rights (IPR). If this is done by the lecturer, it will improve the performance of the lecturer, as well as the performance of research/service to the community and the performance of universities.

This condition is in accordance with the SINTA (Science and Technology Index) data, which is a portal containing the measurement of the performance of Science and Technology which includes, among others, the performance of researchers, authors, journal performance and the performance of Science and Technology institutions, and Indeed, universities in Southeast Sulawesi Province are still unable to compete with other universities, especially if you want to compare state universities with private universities in Southeast Sulawesi Province, of course, private universities' lecturer performance is still low when compared to state universities.

The results of an interview with La Ode Siwi, one of the lecturers at Haluoleo Kendari University on November 20, 2019 that the lecturers lack of motivation to produce articles in accredited and reputable scientific journals, books and intellectual property rights, because lecturers are not given enough attention to improve their quality, especially in the field of higher education tridharma. The awareness of lecturers is still very low to conduct research and community service. Even though the university has provided various opportunities to attend workshops, seminars, conferences, clinical and scientific discussions, the implementation is still very lacking. This is because there are many activities outside of the lecturers, such as taking care of the household, participating in business activities, indifferent

to the conditions that are the main tasks and functions and other non-technical factors, and it can be proven that there are still many lecturers who do not care, for example by registering at SINTA, while all of these academic activities are needed for the welfare of the lecturers themselves.

Both job satisfaction and lecturer performance are closely related to various factors that influence employee performance such as ineffective leadership styles, weak organizational culture, lecturers' work motivation is still low, conflict management management is still low and even creates new conflicts, such as the rules that always apply. changes, without any socialization to lecturers, especially in research activities and community service to obtain funding from internal universities. For this reason, it is necessary to increase the satisfaction and performance of lecturers through high motivation, a strong and superior organizational culture, an effective leadership style and being able to handle conflict problems in an effective way as well. Thus, work motivation, organizational culture, leadership style and conflict management become independent variables (independent variables) that need to be studied so that it can be seen their influence on job satisfaction and lecturer performance at universities in Southeast Sulawesi.

Work motivation as a driving force create enthusiasm for one's work, so that they are willing to cooperate, work effectively and are integrated with all their efforts to achieve satisfaction (Hasibuan, H. Malayu S.P., 2007: 95 in Elisa Sari and Rina Dwiarti, 2018: 60). Furthermore, Maslow's Need Hierarchy Theory or A Theory of Human Motivation, put forward by Abraham Maslow in 1943 states that a person's needs and satisfaction are plural, which includes biological and psychological needs in the form of material and non-material (Sunyoto, Danang, 2013: 2).

Culture is the norms and values that direct the behavior of organizational members (Luthans, 1998 in Sri Sumarwinati and Sri Langgeng Ratnasari, 2019: 16). Everyone will behave in accordance with the prevailing culture in order to be accepted in their environment. Organizational culture is a pattern of basic assumptions created, discovered or developed by a particular group as it learns to deal with problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to the problems they face (Ismail, 2008: 19 in Dian Rahmawaty, 2017: 279).

Leadership is a person's ability to control or influence other people or different societies towards achieving goals (Arep, 2002: 93 in Walda Isna Nisa 2018: 159). While leadership style is the ability and art of obtaining results through activities by influencing others in order to achieve predetermined organizational goals. Leadership is the ability to influence others, in this case subordinates, so that they are willing and able to carry out certain activities even though they may not personally like it (Nawawi Ismail Uha, 2015: 153).

According to Wexley K.N. and Yukl G.A. (2005: 229) in Janefi Alfiah (2013: 198) states conflict is a dispute or struggle between two parties which is characterized by openly showing hostility that will interfere with the achievement of the goals of the opponent. Conflicts can arise because there are underlying conditions. This condition is also called the source of conflict, consisting of three factors, namely: (1) communication factors, (2) structural factors, (3) personal factors. Conflict resolution skills play a constructive role in the development of new ideas and practices that ultimately create new opportunities for organizations to grow (Damanpour, 1991 in Riyadi Nugroho and M. Yusuf Arnol, 2019: 19). Kenneth W. Thomas and Ralph H Kilmann in Wirawan (2010) developed a taxonomy of conflict management styles based on two dimensions, namely cooperation and assertiveness. Based on these two dimensions, five types of conflict management are proposed as follows: 1.

Competition (competing); 2. Collaboration (collaborating); 3. Compromise (compromising); 4. Avoiding (avoiding); 5. Accommodating (accommodation).

In connection with this description, it can be explained that this research certainly has differences in terms of management and certain characteristics with conditions in universities in Southeast Sulawesi, although many research results come from other campuses, but of course each university has its own advantages. in performing management functions in accordance with the variables that will be observed in this study.

Based on the background stated above, some of the main problems that need to be studied in depth are as follows: (1) Does motivation have a positive effect on job satisfaction of lecturers at universities in Southeast Sulawesi Province? (2) Does organizational culture have a positive effect on job satisfaction of lecturers at universities in Southeast Sulawesi Province? (3) Does leadership style have a positive effect on job satisfaction of lecturers at universities in Southeast Sulawesi Province? (4) Does conflict management have a positive effect on job satisfaction of lecturers at universities in Southeast Sulawesi Province? (5) Does motivation have a positive effect on lecturer performance at universities in Southeast Sulawesi Province? (6) Does organizational culture have a positive effect on the performance of lecturers at universities in Southeast Sulawesi Province? (7) Does leadership style have a positive effect on lecturer performance at universities in Southeast Sulawesi Province? (8) Does conflict management have a positive effect on the performance of lecturers at universities in Southeast Sulawesi Province? (9) Does job satisfaction have a positive effect on lecturer performance at universities in Southeast Sulawesi Province?

2. Literature Review

2.1. Human Resource Management

Moekijat (2010: 4) defines that human resource management as a process of achieving organizational goals through obtaining, maintaining, dismissing, developing, and using/utilizing human resources in an organization as well as possible. So human resource management is part of organizational management that focuses on elements of human resources. Human resource management has the task of managing the human element properly in order to obtain a workforce who is satisfied with their work.

Marwansyah (2010: 3) argues that human resource management is defined as the utilization of human resources within the organization which is carried out through the functions of human resource planning, recruitment and selection, human resource development, career planning and development, compensation and welfare. , occupational safety and health, and industrial relations. The planning and implementation of these functions must be supported by careful job analysis and objective performance appraisals.

2.2. Motivation

Motivation according to Triton, PB (2010: 165) is related to the level of effort made by a person in order to pursue a goal, motivation is closely related to satisfaction and performance. In general, motivation theory can be grouped into two groups, namely content theory or satisfaction theory and process theory or process theory.

Sutrisno (2010: 115) that motivation is a factor that encourages someone to do a certain activity, therefore motivation is often interpreted as a factor driving a person's behavior. Meanwhile, according to Robbins (2012: 86) motivation is a process that plays a role in the intensity, direction, and duration of individual efforts towards achieving goals.

2.3. Organizational Culture

Organizational culture can be defined as a set of system values (values), beliefs (beliefs), assumptions (assumptions), or norms that have long been in effect, agreed upon and followed by members of an organization as behavioral guidelines and solutions. organizational problems. Organizational culture is also called corporate culture, which is a set of values or norms that have been in effect for a relatively long time, shared by members of the organization as behavioral norms in solving organizational problems. In organizational culture, values are socialized and internalized within members, animating each person in the organization. Thus, organizational culture is the soul of the organization and the soul of the members of the organization (Sutrisno, 2010: 2).

Organizational culture according to Darsono and Tjakjuk Siswandoko (2011: 306) are values, morals, beliefs and rules that already exist in every member of the organization (or on every party with an interest in a particular organization) to be used as the basis for thinking and behaving in achieving goals. and organizational goals.

The substance or roots of organizational culture are core characteristics that indicate the characteristics, traits, elements, or elements inherent in organizational culture. The character of organizational culture according to Torang (2013: 109), namely: (a) Can be learned; (b) Norms and customs are general; (c.) Implemented without realizing it; (d) Can be controlled through social mechanisms and processes, latent; (e) Adapting to customs and acceptable behavior patterns, and as customary.

2.4. Leadership Style

Etymologically, leadership comes from the basic word "lead" (lead) which means to guide or guide, so that there are two parties in it, namely those who are led (the people) and those who lead (priests). After adding the prefix "pe" to "leader" means a person who influences other parties through a process of communication authority so that the other person acts something in achieving certain goals. And after adding the suffix "an" it becomes "leader" which means the person in charge. If it is equipped with the prefix "to" it becomes "leadership" which means the ability and personality of a person in influencing and persuading other parties to take action to achieve common goals, so that the person concerned becomes the beginning of the structure and center of the group process. So leadership (leadership) is the ability to influence others to achieve organizational goals (Masrukin and Waridin, 2006 in Daft, 2012: 329).

Yukl (2010: 26) states that leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to achieve common goals. agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives). Meanwhile, Lussier and Achua (2010: 6), argue that leadership is a process of influencing not only from the leader to the followers or in one direction but reciprocally or in two directions.

2.5. Conflict Management

Conflict is a process in which one party claims that its interests are opposed by the other party. As a role, people see only the observable part of the conflict, angry words and oppositional actions. But this is only a small part of the conflict process (Meshane and Glinow, 2008 in Oladosu Omisore, 2014: 124). In the literature, there is debate about the classification of conflict studies. In fact, conflict is an interdisciplinary problem while conflict

occurs in real life among individuals, society, business, government organizations and the state (Zorlu, Kursad and Hacıoglu, Umit 2012: 101).

Furthermore, eljko Turkalj, Ivana Fosić, Davor Dujak, (2015) explain that disagreement that occurs when the goals, interests, or values of various individuals or groups do not match, and these people hinder each other's efforts to achieve goals is called conflict. organization. Reduced work performance efficiency, reduced communication among employees, decreased motivation and dissatisfaction of key employees are just a few of the many negative consequences of conflict. But conflict itself doesn't have to be negative; most conflicts can in fact be an excellent domain for achieving better business outcomes, and an impetus for organizational change and growth itself. Adequate recognition and adequate conflict management can lead to a series of positive effects such as stimulation of creativity and innovation in the company, stimulation of change towards improving the quality of work, reduction of tension and others. In addition, if conflict leads to constructive change, they should be encouraged to establish good relationships among employees based on genuine respect.

2.6. Job satisfaction

According to Mathis and Jackson (2011: 121), defining job satisfaction is a positive emotional state that is the result of evaluating one's work experience. Wexley and Yukl in Mangkunegara (2013: 117), define job satisfaction as "is the way an employee feels about his or her job". (It is the way employees feel about themselves or their work).

2.7. Lecturer Performance

Performance comes from the word job performance or actual performance which means work performance or actual achievement achieved by someone. Performance is the result of work achieved by a person based on job requirements (Job Requirements) Bangun, (2012). Koopmans et al (2014) in Mohammad Benny Alexandri, Meita Pragiwani and Panjaitan Eva Nopalina. (2019: 98) that performance is defined as behavior or actions that are relevant to organizational goals.

Lecturers are required to be able to show good performance. Improving the performance of this lecturer requires several things such as high motivation, adequate competence, good leadership and a work environment that supports lecturers to be able to improve their performance. Related to this, the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, also requires that lecturers must have a functional position of at least an expert assistant. In general, it turns out that there are still some lecturers who do not have functional positions, even though functional positions are one of the teaching requirements (Zahraini: 2014: 352).

According to Whittaker in Sedarmayanti (2014: 195), performance measurement is used to assess the achievement of goals and objectives. Performance measurement systems usually consist of a systematic method of setting goals and objectives and periodic reporting indicating the realization of the achievement of the objectives. Likewise, performance measurement is used to assess the success or failure of implementing activities or programs or policies in accordance with the goals and objectives that have been set in order to realize the mission and vision of the organization.

In an effort to improve the performance of lecturers, a lecturer performance appraisal system is needed that can measure whether the lecturers have met the standards required by educational institutions. The results of the lecturer performance appraisal system are used as evaluation material for management related to decisions in an effort to improve lecturer

performance. Performance appraisal requires clear standards that are used as benchmarks or benchmarks against the performance to be measured. The standards made must relate to the type of work to be measured and the expected results. There are four things that must be considered in compiling performance appraisal standards, namely validity, agreement, realism, and objectivity Brumbach (1988) in Agung and Yuniar (2014: 10), namely:

- 1) Validity is the validity of the standard according to the type of work being assessed. The validity referred to here is that the standard is truly appropriate or relevant to the type of work to be assessed.
- 2) Agreement means approval, namely the assessment standard is approved and accepted by all employees who will receive the assessment.
- 3) Realism means that the assessment standard is realistic, can be achieved by employees and in accordance with the abilities of employees.
- 4) Objectivity means that the standard is objective, i.e. fair, able to reflect the actual situation without adding to or subtracting from reality and difficult to be influenced by appraiser biases.

2.8. Conceptual Model

The concept of performance as stated by Sedarmayanti (2014: 87), says performance management is a strategic and integrated approach to produce sustainable success for working within the organization and by developing the capabilities of teams and individual contributors. For more details, the conceptual framework scheme in this study can be seen in Figure 1.

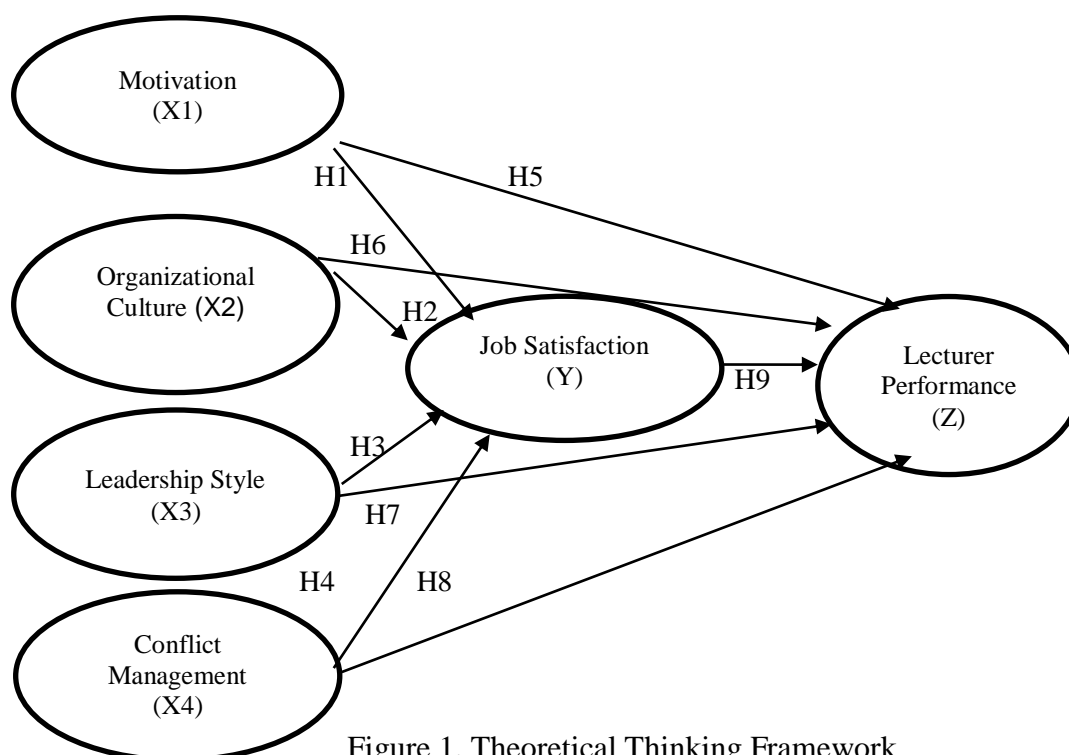


Figure 1. Theoretical Thinking Framework

2.9. Hypothesis

Based on the background and problem formulation, the hypothesis is proposed as follows:

1. Ha : Motivation has a positive and significant effect on job satisfaction of lecturers at universities in Southeast Sulawesi Province.

2. Ha : Organizational culture has a positive and significant effect on job satisfaction of lecturers at universities in Southeast Sulawesi Province.
3. Ha : Leadership style has a positive and significant effect on job satisfaction of lecturers at universities in Southeast Sulawesi Province.
4. Ha : Conflict management has a positive and significant effect on job satisfaction of lecturers at universities in Southeast Sulawesi Province.
5. Ha : Motivation has a positive and significant effect on the performance of lecturers at universities in Southeast Sulawesi Province.
6. Ha : Organizational culture has a positive and significant effect on the performance of lecturers at universities in Southeast Sulawesi Province.
7. Ha : Leadership style has a positive and significant effect on the performance of lecturers at universities in Southeast Sulawesi Province.
8. Ha : Conflict management has a positive and significant effect on the performance of lecturers at universities in Southeast Sulawesi Province.
9. Ha : Job satisfaction has a positive and significant effect on the performance of lecturers at universities in Southeast Sulawesi Province.

3. Methodology

3.1. Location and Time of Research

The location of this research is 8 (eight) universities in the category of universities in Southeast Sulawesi Province, and the research time is from November 2019-January 2020.

3.2. Population and Sampling Techniques

The population in this study were all university lecturers in the university category in Southeast Sulawesi Province. Based on data from the Higher Education Report Forum (Forlab Dikti) for 8 (eight) universities in the university category, and active status, all of them have 2,578 lecturers.

This study determines the number of samples from the population using the Slovin formula in Wati (2018: 93) as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = Sample size

N = Population size (2,578 people)

e = The sampling error rate is 5% (0.05)

Based on the Slovin formulation, the minimum number of samples that must be taken is:

$$n = \frac{2.578}{1 + 2.578 (0,05)^2} = 346.2726 \text{ or } 347 \text{ lecturers are assigned as samples}$$

3.3. Data Analysis Method

Data analysis in this study used the Structural Equation Modeling (SEM) equation model through the AMOS 24.0 application program.

4. Results and Discussion

4.1. Hypothesis Testing of Direct, Indirect and Total Effects of Variables

Testing the direct effects hypothesis is intended to test whether there is a direct effect of exogenous variables on endogenous variables. The test criteria state that if the p-value level of

significance (alpha (α) = 5%) then it is stated that there is a significant effect of exogenous variables on endogenous variables.

Furthermore, in interpreting the model, it can be done by looking at the value of the path coefficient of the indirect influence and the total effect of the variables. The results of the analysis can be seen through the summary in table 1 below.

Table 1. Coefficient Values of Direct, Indirect and Total Effects Between Variables in the SEM Model.

No	Variable			P Value	Direct	Indirect	Total	Information
	Eksogen	Intervening	Endogen					
1	Motivation (X1)	Job Satisfaction (Y)	-	0,010	0,260	-	0,260	Positive and significant influence
2	Organizational Culture (X2)	Job Satisfaction (Y)	-	0,007	0,285	-	0,285	Positive and significant influence
3	Leadership Style (X3)	Job Satisfaction (Y)	-	0,000	0,400	-	0,400	Positive and significant influence
4	Conflict Management (X4)	Job Satisfaction (Y)	-	0,020	0,245	-	0,245	Positive and significant influence
5	Motivation (X1)	-	Lecturer Performance (Z)	0,168	0,149	-	0,149	Positive effect but not significant
6	Organizational Culture (X2)	-	Lecturer Performance (Z)	0,017	0,317	-	0,317	Positive and significant influence
7	Leadership Style (X3)	-	Lecturer Performance (Z)	0,028	0,257	-	0,257	Positive and significant influence
8	Conflict Management (X4)	-	Lecturer Performance (Z)	0,105	0,189	-	0,189	Positive effect but not significant
9	-	Job Satisfaction (Y)	Lecturer Performance (Z)	0,002	0,336	-	0,336	Positive and significant influence

Source: SEM Analysis Results, 2020

Equation 1

$$Y = 0,260 X_1 + 0,285 X_2 + 0,400 X_3 + 0,245 X_4$$

Equation 2

$$Z = 0,149 X_1 + 0,317 X_2 + 0,257 X_3 + 0,189 X_4 + 0,336 y$$

Based on the data in Table 1, it can be interpreted that the results of the direct effect test from this research as follows:

1. The results of hypothesis testing the effect of motivation on job satisfaction resulted in a p-value of 0.010 (p-value < 0.05). This shows that the p-value < level of significance (alpha (α) = 5%). While the value of the direct effect coefficient between motivation and job satisfaction is 0.260 which states that motivation has a positive and significant effect on job satisfaction. This means that the better the motivation process, the more likely it is to increase job satisfaction. Thus the first hypothesis is accepted.
2. The results of hypothesis testing the influence of organizational culture on job satisfaction resulted in a p-value of 0.007 (p-value < 0.05). This shows that the p-value < level of significance (alpha (α) = 5%). While the value of the direct effect coefficient between

organizational culture and job satisfaction is 0.285 which states that organizational culture has a positive and significant effect on job satisfaction. This means that the better the organizational culture, the more likely it is to increase job satisfaction. Thus the second hypothesis is accepted.

3. The results of hypothesis testing the influence of leadership style on job satisfaction resulted in a p-value of 0.000 (p-value < 0.05). This shows that the p-value < level of significance (alpha (α) = 5%). While the value of the direct effect coefficient between leadership style on job satisfaction is 0.400 which states that leadership style has a positive and significant effect on job satisfaction. This means that the more effective the leadership style, the more likely it is to increase job satisfaction. Thus the third hypothesis is accepted.
4. The results of testing the hypothesis of the influence of conflict management on job satisfaction resulted in a p-value of 0.020 (p-value < 0.05). This shows that the p-value < level of significance (alpha (α) = 5%). While the value of the direct effect coefficient between conflict management and job satisfaction is 0.245 which states that conflict management has a positive and significant effect on job satisfaction. This means that the better the management of conflict management, it tends to increase job satisfaction. Thus the fourth hypothesis is accepted.
5. The results of hypothesis testing the effect of motivation on lecturer performance resulted in a p-value of 0.168 (p-value > 0.05). This shows that the p-value > level of significance (alpha (α) = 5%). While the value of the direct effect coefficient between motivation and lecturer performance is 0.149 which states that motivation has a positive and insignificant effect on lecturer performance. This means that the better the motivation process, the more likely it is to improve lecturer performance, although the increase is not significant. Thus the fifth hypothesis is rejected.
6. The results of hypothesis testing the influence of organizational culture on lecturer performance resulted in a p-value of 0.017. (p-value < 0.05). This shows that the p-value < level of significance (alpha (α) = 5%). While the value of the direct effect coefficient between organizational culture and lecturer performance is 0.317 which states that organizational culture has a positive and significant effect on lecturer performance. This means that the better the organizational culture, the more likely it is to improve the performance of lecturers. Thus the sixth hypothesis is accepted.
7. The results of hypothesis testing the influence of leadership style on lecturer performance resulted in a p-value of 0.028 (p-value < 0.05). This shows that the p-value < level of significance (alpha (α) = 5%). While the value of the direct effect coefficient between leadership style and lecturer performance is 0.257 which states that leadership style has a positive and significant effect on lecturer performance. This means that the more effective the leadership style, the more likely it is to improve lecturer performance. Thus the seventh hypothesis is accepted.
8. The results of hypothesis testing the effect of conflict management on lecturer performance resulted in a p-value of 0.105 (p-value > 0.05). This shows that the p-value > level of significance (alpha (α) = 5%). While the value of the direct effect coefficient between conflict management and lecturer performance is 0.189 which states that conflict management has a positive and insignificant effect on lecturer performance. This means that the better the conflict management, the more likely it is to improve the performance of lecturers, although the increase is not significant. Thus the eighth hypothesis is rejected.
9. The results of hypothesis testing the effect of job satisfaction on lecturer performance resulted in a p-value of 0.002 (p-value < 0.05). This shows that the p-value < level of significance (alpha (α) = 5%). While the value of the direct effect coefficient between job

satisfaction and lecturer performance is 0.336 which states that job satisfaction has a positive and significant effect on lecturer performance. This means that the higher the job satisfaction, it tends to improve the performance of lecturers. Thus the ninth hypothesis is accepted.

4.2. Discussion

1. The Effect of Motivation on Job Satisfaction

The results of the SEM model test show that motivation has a positive and significant direct effect on job satisfaction as indicated by the critical ratio value and the required probability value. This means that motivation and job satisfaction have a positive and significant causal relationship. The positive influence of motivational variables on job satisfaction is largely determined by the indicators that shape it, namely the need for achievement, the need for power, the need for freedom from threats, social needs and the need for self-actualization.

Indicators of the need for achievement are able to form motivational variables, meaning that the indicators in the model can significantly measure motivation, because lecturers want that the work performance results obtained by lecturers, for example, can pass their writings to SINTA 2 and 1 indexed journals or Scopus, qualify for research grants. as well as community service, either on campus grants, local governments, the Ministry of Education, Culture, Research and Technology and other ministries, or pass the screening of reviewers and assessors of Lecturer Workload or get scholarships to continue their studies both domestically and internationally. abroad, always get praise and appreciation from superiors and colleagues, either in the form of congratulations or given rewards by the university. This is a separate satisfaction for lecturers to work optimally, so that they can make a major contribution in shaping motivation which will then affect the increase in lecturer job satisfaction.

Indicators of the need for power are able to form motivational variables, meaning that the indicators in the model can significantly measure motivation, because lecturers with the power they gain can increase their enthusiasm for work, are often involved in the decision-making process by superiors so that they better understand the directions and policies to be implemented. by their universities, there is also a feeling for lecturers that with the power they have, they can be more respected by office colleagues, there are plans and opportunities to get training and plan training for lecturers to improve their abilities and skills at work, in addition to the policies set able to appreciate the needs of lecturers and implemented consistently and responsibly and can rearrange problematic systems so that the work system does not experience obstacles and is able to be an example for colleagues in the campus environment. With the need for power, it will provide job satisfaction for lecturers to work optimally, so that they can make a big contribution in shaping motivation which can then affect lecturer job satisfaction in Southeast Sulawesi Province.

Indicators of the need for safety and security in the workplace are able to form motivational variables, meaning that the indicators in the model can significantly measure motivation, because lecturers feel that work safety and security in the university environment have been managed properly, namely the condition of the workspace, equipment and working equipment in universities is quite safe and adequate to use, in addition to medical equipment has been provided by the college for lecturers who need it, also the university provides safety information to lecturers in an emergency, for example an earthquake occurs. Lecturers who feel safe from the threat of accidents and safety in carrying out their work. This need leads to two forms: (1) The need for mental safety in the workplace; (2) The need for security of

property in the workplace during working hours, will provide its own job satisfaction to work optimally, so that it can make a big contribution in shaping motivational variables which in turn affect the increase in job satisfaction of lecturers in Southeast Sulawesi Province. Moreover, if the campus prepares a children's playroom for both lecturers and students, what's more, the campus is friendly for people with disabilities, this is very satisfying.

The indicator of the need for affiliation or acceptance is able to form a motivational variable, meaning that the indicator in the model can significantly measure motivation, because lecturers are happy with the acceptance of lecturers in their work colleges because they are considered good colleagues, especially in collaborating in research and development. community service and in producing output in this field. Lecturers can also socialize well with fellow colleagues in the university environment, lecturers are often involved in togetherness activities held outside the institution and participate in various associations held by lecturers. According to the lecturer, the working relationship between superiors and subordinates is good and not rigid. Moreover, given greater responsibility, the lecturer concerned can know the progress that has been achieved when he is able to complete the assigned work tasks and the lecturer feels happy if his dedication while working is recognized by his superiors. . These things become satisfaction in itself to work optimally and make a big contribution in shaping motivational variables which in turn affect the increase in job satisfaction of lecturers in Southeast Sulawesi Province.

Indicators of the need for self-actualization are able to form motivational variables, meaning that the indicators in the model can significantly measure motivation, because working in universities makes lecturers' abilities develop, including having the opportunity and opportunity to develop their skills and abilities, so that difficult jobs can be completed easily. good. Furthermore, lecturers enjoy working with other people rather than working alone, so that if there is an additional workload, it can be completed properly. For lecturers, suggestions and criticisms given by superiors make them more advanced. Institutions also provide opportunities for lecturers to get higher positions and no less important, lecturers always have the opportunity to participate in determining the goals to be achieved by the organization. Lecturers who are channeled for self-actualization will enjoy their work more and will provide their own job satisfaction for the lecturer to work better, so that they can make a big contribution in shaping motivational variables which in turn affect the increase in job satisfaction of lecturers in Southeast Sulawesi Province.

In connection with this research, it can be concluded that of the overall indicators that make up the motivational variable, it is proven to have a positive and significant effect on job satisfaction. Empirical evidence linking motivation to job satisfaction shows the same results as this study as proposed by Ian Nurpatria Suryawan and Richard Andrew (2013), Periansya Zainuddin, L.Vera Riama P and Anggeraini Oktarida (2015), the results conclude that motivation has a significant and positive effect on lecturer job satisfaction.

2. The Influence of Organizational Culture on Job Satisfaction

The results of the SEM model test show that organizational culture has a positive and significant direct influence on job satisfaction. This is indicated by the critical ratio and probability values as required. This means that organizational culture and job satisfaction have a positive and significant causal relationship. The positive influence of organizational culture variables on job satisfaction is largely determined by the indicators that make it up, namely lecturers always innovate or new ideas in their work and are ready to take risks in doing the work they are responsible for, attention to detail, orientation to results, individual orientation, team orientation, aggressiveness and stability.

Indicators of innovation and risk taking are able to form organizational culture variables, meaning that the indicators in the model can significantly measure organizational culture, because lecturers are asked by the leadership to have the initiative in doing work assignments, meaning that lecturers understand correctly about the field of work to be carried out, not waiting. order. The leadership also encourages lecturers to increase creativity so that work can be completed quickly and safely. Leaders always encourage lecturers to innovate or new ideas in their work, so that lecturers always create innovative ideas in their work. Leaders give lecturers the freedom to act to make decisions, also leaders give full trust to lecturers in completing their work. In carrying out work activities, lecturers sometimes have problems in carrying out work but lecturers can handle it themselves and sometimes lecturers are often faced with risks in an effort to complete work assignments and lecturers are ready to take risks in doing the work that is their responsibility even if something goes wrong, the lecturer is ready to bear the risk. The leader's actions will provide job satisfaction for lecturers to work better, so that they can make a major contribution in shaping organizational culture variables which in turn will affect the increase in job satisfaction of lecturers in Southeast Sulawesi Province.

The attention to detail indicator is able to form organizational culture variables, meaning that the indicators in the model can significantly measure organizational culture, because lecturers are always required to complete work accurately and carefully, then there is attention from the college management who notifies lecturers to be more careful. pay attention to details in work, so that work does not become waste, for example working according to existing procedures and templates. The university management clearly informs about the measure of success in the work of lecturers, whether it is in accordance with the expected target or vice versa. The university management always conveys the organizational goals in detail to the lecturers, and provides clear and detailed directions and communication regarding the work that the lecturers must do.

Results orientation indicators are able to form organizational culture variables, meaning that the indicators in the model can significantly measure organizational culture, because the emphasis of lecturers is to always work and develop themselves by focusing on optimal results. Lecturers also try to improve the effectiveness of the way of working, even though the work of lecturers always emphasizes work results, but still pays attention to the work process to achieve optimal results. The university gives awards to lecturers who are able to show work performance, the university also provides facilities to support the completion of work optimally, and lecturers are always required to be oriented to high work results at work.

The orientation indicator on people is able to form organizational culture variables, meaning that the indicators in the model can significantly measure organizational culture, because the university management always gives attention to lecturers, lecturers work according to targets and procedures that have been determined by the college management. . Lecturers are always required to be independent in completing work assignments, so that lecturers try to do the work in earnest. Lecturers always fill working hours to complete the work that is their duty. Lecturers are happy with the work they are currently doing because it can provide benefits to the institution, and the higher education management motivates lecturers to actively take opportunities or opportunities that exist.

The indicator of team orientation is able to form organizational culture variables, meaning that the indicators in the model can significantly measure organizational culture, because lecturers prefer to complete work with teamwork. Lecturers try to collaborate with other work unit members to improve the best results for the institution. Lecturers try to help fellow members of the work unit and other work units when someone is having difficulties.

Lecturers are required to be members of a compact and reliable work unit in carrying out their work to get optimal results. The lecturers also trust each other with their co-workers. The loyalty of the lecturers to the team is very high to achieve the targets set by the university management. In the institution where the lecturer works, work is completed with teamwork according to assignments from superiors. If a problem arises at work, it is always resolved together. Higher education leaders and management provide solutions and assistance if lecturers find obstacles in doing their work. In carrying out the work, the lecturer coordinates with colleagues and leaders.

Aggressiveness indicators are able to form organizational culture variables, meaning that the indicators in the model can significantly measure organizational culture, because lecturers are required to work diligently in carrying out the tasks that are their responsibility. Lecturers always come on time and are disciplined at work so that the work is completed properly. Universities have a clear agreement regarding guidelines for implementing the right and wrong tasks to be carried out by lecturers. Universities have rules that guide behavior and tell what lecturers can and cannot do based on the values that apply in the institution. Lecturers always share information with colleagues in carrying out work. In working lecturers try to comply with existing regulations even though there is no supervision. Lecturers are not satisfied with one task, so they are always challenged with the next task.

Stability indicators are able to form organizational culture variables, meaning that the indicators in the model can significantly measure organizational culture, because lecturers feel valued and not as a tool to gain profits so that a good work environment can be realized. Lecturers also feel comfortable with the current conditions. Lecturers are able to prioritize the vision and mission of the institution rather than their personal interests. Lecturers are eager to recommend the college as a good place to build a career. Universities have a clear strategy for managing the future of lecturers' careers, and universities hold regular family gatherings.

In connection with this research, it can be concluded that of the overall indicators that make up the organizational culture variable, it has been proven to have a positive and significant effect on job satisfaction. Empirical evidence linking organizational culture with job satisfaction shows consistent results with this study. As stated by Dwiki Ananto Yudo (2015), Sunarno (2019), Rita Irviani (2017) the results conclude that organizational culture has a significant and positive effect on lecturer job satisfaction.

3. The Effect of Leadership Style on Job Satisfaction

The results of the SEM model test show that the leadership style variable has a positive and significant direct influence on job satisfaction as indicated by the critical ratio value and the required probability value. This means that leadership style and job satisfaction have a positive and significant causal relationship. The positive influence of the leadership style variable on job satisfaction is largely determined by the indicators that make it up, namely directive leadership, supportive leadership, participatory leadership and achievement-oriented leadership.

Directive leadership indicators are able to form leadership style variables, meaning that the indicators in the model can measure significantly the leadership style, because superiors always provide direct direction to subordinates in the context of carrying out work, superiors always clearly tell subordinates what to do, and how how to do it. Superiors always give clear instructions to subordinates related to work that must be completed immediately, superiors are always firm in making decisions. There is a harmonious relationship between superiors and subordinates in carrying out the work. Superiors always give orders to their subordinates in detail. Bosses use strict work procedures to control their subordinates. Superiors more often set a one-way communication pattern with their subordinates in decision

making, superiors involve the participation of subordinates. The supervisor directly tells the lecturer what the department expects of the lecturer. The boss directly conveys his ideas or ideas in the department he leads. The boss directly decides what to do and how to do it. Supervisors directly assign lecturers when asked to carry out specific work assignments. The supervisor directly asks the lecturers to maintain work performance standards. The supervisor directly encourages the lecturers so that the work is carried out according to schedule. The supervisor directly asks the lecturers to follow the regulatory standards set by the university, and policies and decision making are fully determined by the superior.

Supportive leadership indicators are able to form leadership style variables, meaning that the indicators in the model can significantly measure leadership style, because superiors always carry out two-way evaluations related to the implementation of work results between superiors and subordinates, superiors always pay attention to conflicts that occur in lecturers. The supervisor always ensures that there are work guidelines for each part of the work that carries out its main tasks. Superiors always supervise subordinates regarding work that has not been completed on time. Superiors always provide solutions if subordinates ask about problems related to work, superiors maintain good relations in terms of communication with subordinates. Superiors always exercise reciprocal control in terms of work between superiors and subordinates. The boss tries to develop a more family atmosphere in the office environment. Superiors provide opportunities for subordinates to express opinions or ideas in terms of work, superiors help lecturers carry out work so that it becomes more enjoyable. The boss maintains a friendly working relationship with the lecturer and the boss often makes decisions that make the lecturer's job enjoyable.

Participative leadership indicators are able to form leadership style variables, meaning that the indicators in the model can significantly measure leadership style, because superiors are always together with subordinates in making a decision. Superiors always involve the participation of subordinates in every campus activity, superiors use the participation of subordinates to facilitate communication. Superiors provide opportunities for lecturers to discuss problems related to work, so that difficult work becomes easier because solutions are always sought, whether by inviting other lecturers from other campuses who are more competent, or providing software that will facilitate the lecturer's work. for example the procurement of the Academic Information System. Superiors want to work with their subordinates (lecturers) to arrange their respective work assignments. The boss is always together in making decisions, but the decision remains with the boss. Superiors use the participation of group members to facilitate communication between lecturers and superiors to receive and pay attention to input and information from subordinates in making decisions.

Performance-oriented leadership indicators are able to form leadership style variables, meaning that the indicators in the model can significantly measure leadership style, because superiors provide opportunities for subordinates to develop careers. Superiors provide work assignments that are in accordance with the fields and abilities of subordinates, superiors entrust tasks in stages according to the abilities of subordinates. Superiors provide opportunities for subordinates to attend education, training, seminars, workshops, workshops, talk shows when needed. Superiors pay attention and support careers for lecturers who are able to show work performance. Superiors strive to improve the ability of lecturers in completing work assignments. Superiors communicate the goals to be achieved and provide opportunities for subordinates to complete work tasks in their own way. Superiors always appreciate and praise subordinates (lecturers) who have good performance, superiors show confidence in the work abilities of their lecturers in completing work assignments and superiors often pay attention to lecturers whose performance is less than optimal.

In connection with this research, it can be concluded that of the overall indicators that make up the leadership style variable, it has been shown to have a positive and significant effect on job satisfaction. Empirical evidence linking leadership style with job satisfaction shows consistent results with this study. As stated by Saur M. Tampubolon (2013) and Anwar Sewang (2016), the results conclude that leadership style has a significant and positive effect on lecturer job satisfaction.

4. The Effect of Conflict Management on Job Satisfaction

The results of the SEM model test indicate that conflict management has a positive and significant direct effect on job satisfaction. This is indicated by the critical ratio and probability values as required. This means that conflict management and job satisfaction have a positive and significant causal relationship. The positive influence of conflict management variables on job satisfaction is largely determined by the indicators that shape it, namely competition (competing), collaboration (collaborating), compromising (compromising), avoiding (avoiding) and accommodating (accommodating).

Competition indicators are able to form conflict management variables, meaning that the indicators in the model can significantly measure conflict management, because lecturers strive to achieve goals and win positions, argue firmly about the lecturers' stance, various ways will be taken to win and fight. conflict must be lost. Trying to show opponents the conflict about the logic and advantages of the lecturer position.

Collaborating indicators are able to form conflict management variables, meaning that the indicators in the model can significantly measure conflict management, because lecturers try to always share problems with conflict opponents so that they can implement them. Also Southeast Sulawesi lecturers think that instead of negotiating things where they won't agree, the lecturers try on things that will be agreed upon. Lecturers always tell the opponent of the conflict about his ideas and ask other lecturers' ideas. Lecturers in Southeast Sulawesi Province usually seek the help of opponents of the conflict in reaching a solution.

Compromising indicators are able to form conflict management variables, meaning that the indicators in the model can significantly measure conflict management, because the lecturer tries to create a compromise solution. Lecturers allow the opponent of the conflict to have part of his position, and vice versa. The lecturer tries to find a position between his position and the position of other lecturers and proposes a middle way in solving conflicts. Conflicts that usually occur and are resolved by compromise are role conflicts carried out by lecturers, where on the one hand they must carry out tasks that should be carried out by a lecturer according to the schedule that has been in effect every week, namely teaching. However, there are often changes to the assignments of lecturers that are tentative in nature, both internally and externally and still in terms of supporting the lecturer's career.

Examples of this role conflict include the schedule of seminars or thesis/thesis/dissertation exams that coincide with teaching assignments, or assignments as committee activities within the campus environment, such as graduation committees, Real Work Lectures, semester exams, building inauguration, national seminars. or international, as well as sports, religion and the arts. Usually for the success of these activities, it is started with meetings to equalize perceptions so that these activities can take place as planned. These things sometimes also conflict with the lecture schedule, or the lecturer can carry out lecture assignments and these tentative tasks are sometimes neglected. Role conflicts are also common because of internal positions carried out by lecturers such as attending meetings, or making regulations, which are also presented as material carriers in seminars or lecturer training activities and at the same time there is also a lecture schedule.

The role conflicts carried out by lecturers are also inseparable from external factors such as participating in research and community service activities both independently and collaboratively, attending seminars or training both as presenters and as participants, participating in external organizational activities such as being involved in sports, religious, artistic and social activities. social activities that are contrary to the activities of the teaching and learning process. Usually the solution for conflict management is to try to create a compromise solution or propose a middle way in solving the conflict.

Avoiding indicators are able to form conflict management variables, meaning that the indicators in the model can significantly measure conflict management, because lecturers try to do what is needed to avoid unnecessary tension. Lecturers also try to postpone problems until they have time to think about them. In addition, lecturers also allow conflict opponents to take responsibility for solving problems and lecturers try to accept defeat.

The indicator of accommodating (accommodating) is able to form conflict management variables, meaning that the indicators in the model can significantly measure conflict management, because lecturers often sacrifice their desire to fulfill the wishes of the opponent of the conflict. Lecturers try to calm the feelings of opponents of conflict and maintain relationships, lecturers also try to pay attention to the wishes of opponents of conflict in negotiating. If the position of the opponent of the conflict seems very important to him, then the lecturer will try to fulfill his wishes.

In connection with this study, it can be concluded that from all indicators that make up the conflict management variable, it has been proven to have a positive and significant effect on job satisfaction. Empirical evidence linking conflict management with job satisfaction shows consistent results with this study. As stated by Meita Pragiwani, Aditya Surya Lesmana and Mohammad Benny Alexandri (2020: 25), Noor Un Nissa et al. (2018: 187), Maiza Fikri (2018: 49) whose results conclude that conflict management has a significant and positive effect on lecturer job satisfaction.

5. The Effect of Motivation on Lecturer Performance

The results of the SEM model test show that motivation has a direct positive but not significant effect on lecturer performance. This is indicated by the P value or P value, the effect of motivational variables on lecturer performance (X1 Z) is not significant with a value of 0.168 and C.R. positive sign of 1.330. Therefore, the p value obtained is > 0.05 and the C.R. is positive, where the value of C.R. < 1.96 then H_0 is accepted and it is concluded that the motivation variable has a positive, but not significant, effect on lecturer performance. In this case the motivation has not been able to significantly improve the performance of lecturers.

Motivation has no significant effect on lecturer performance because lecturers still doubt about the indicators of the need for safety and security in the workplace (Safety or Security Needs), because lecturers feel that work safety and security in the university environment has not been optimally managed, namely regarding the problem of room conditions. The work used by some lecturers feels that it is still not safe, especially in the rainy season according to an interview with one of the lecturers at the Muhammadiyah University of Buton on January 12, 2020, namely Mr. Darojatun Andara. He stated that if it rains the rainwater comes out through the electricity meter and this condition is very dangerous, Moreover, the water formed puddles on several floors and some seeped between the walls due to the improper installation of the roof. Not to mention the condition of the old building is certainly very worrying. Other campus conditions such as the Muslim University of Buton are still borrowing old buildings and are only being renovated, not to mention the condition of the Water Closet (WC) which is lacking in number and is rarely cleaned due to a

shortage of manpower. So work safety in universities has not been considered properly as well as security in the university environment has not been managed properly. The condition of the room is also not friendly to people with disabilities or disabilities, there are even certain campuses that do not provide for the needs of people with disabilities as contained in Law Number 8 of 2016 concerning Persons with Disabilities.

Another problem is related to equipment and equipment working in universities which are considered unfit for use, such as old computers, which are approximately 20 years old and their condition has been frequently serviced, frequent power outages, inadequate internet network, number of tools. very limited office writing (ATK), some Air Conditioning (AC) that are old, so they don't produce adequate cold air, there are no containers to store mineral water because lecturers bring their own mineral water, printers that have been used for a long time and there is a room that does not have a nameplate, moreover there are no instructions making it difficult for those who want to deal.

Another reason that motivation is not significant for performance is that medical equipment has not been provided by universities for lecturers who need them, usually only at the time of study program accreditation or university accreditation. Moreover, there are some universities that have no health management at all or appoint the health authorities if an accident occurs while working on campus. First Aid Boxes in Accidents were not available during this research, sometimes there were boxes but no contents, and no one supervised the first aid kits. Another problem is that some universities do not provide safety information to lecturers in an emergency such as evacuation routes and gathering places where in the event of a natural disaster, lecturers only do it naturally to save themselves. Meanwhile, other indicators such as the need for achievement, the need for power, the need for affiliation or acceptance and indicators for the need for self-actualization, must be maximally empowered in forming motivational variables in order to have a significant influence on lecturer performance.

Empirical findings resulting from this research is that there is a direct positive but not significant effect between motivation and lecturer performance. Empirical evidence linking motivation with lecturer performance shows results that are inconsistent with this study, as stated by Mira Labi Bandhaso and Natalia Paranoan (2019: 20), Slamet (2018: 52), both studies prove that motivation has a positive and positive effect on significant to the performance of lecturers. So it can be said that the existing theory is not supported by existing empirical data.

6. The Influence of Organizational Culture on Lecturer Performance

The results of the SEM model test show that organizational culture has a positive and significant direct influence on lecturer performance. This is indicated by the critical ratio and probability values as required. This means that organizational culture and lecturer performance have a positive and significant causal relationship. The positive influence of organizational culture variables on lecturer performance is largely determined by the indicators that shape it, namely lecturers always innovate or new ideas in their work and are ready to take risks in doing the work they are responsible for, attention to detail, orientation to results, individual orientation, team orientation. , aggressiveness and stability.

Indicators of innovation and risk taking are able to form organizational culture variables, meaning that the indicators in the model can significantly measure organizational culture, because lecturers are asked by the leadership to have the initiative in doing work assignments, meaning that lecturers are expected not to wait for orders, but already know clearly the room. The scope of work to be carried out is to support the Tridharma of Higher Education to produce outputs that will support the performance of the lecturers themselves.

The leadership also encourages lecturers to increase creativity so that work can be completed quickly and safely. Leaders always encourage lecturers to innovate or new ideas in their work, so that lecturers always create innovative ideas in their work. Through the creative spirit of lecturers, they will be able to increase the innovation that will be needed both in the work environment and in the community, because it will help work to be more effective and efficient.

In relation to innovation and risk taking, the leadership also gives lecturers the freedom to act to make decisions, and the leadership gives full confidence to the lecturers in completing their work. Thus the work carried out will be easier because it has been divided evenly, it is only up to the leader to carry out the control function in the form of evaluation and monitoring. In carrying out work activities, lecturers sometimes have problems in carrying out work but lecturers can handle it themselves and sometimes lecturers are often faced with risks in an effort to complete work assignments and lecturers are ready to take risks in doing the work that is their responsibility even if something goes wrong, the lecturer is ready to bear the risk. . Thus, lecturers will be more developed and independent, and responsible so that the desired output can be fulfilled. The leadership's actions will provide flexibility to the lecturers and the impact will improve the performance of the lecturers themselves, so that they can make a major contribution in shaping organizational culture variables which in turn will affect the improvement of lecturer performance in Southeast Sulawesi Province.

The attention to detail indicator is able to form organizational culture variables, meaning that the indicators in the model can significantly measure organizational culture, because lecturers are always required to complete work accurately and carefully, if this becomes a lecturer habit, they will be able to compete wherever the lecturer is. . Then there is the attention of the college management who notifies the lecturers to pay more attention to the details in the work, so that the work done can provide optimal results for the progress of the organization. The university management clearly informs about the measure of success in the work of lecturers, whether it is in accordance with the expected target or vice versa. So lecturers who reach the target need to be supported continuously by not forgetting to give appreciation for the success of the work that has been achieved, while those who do not reach the target need to know the problem and find solutions to overcome these problems. The university management always conveys the organizational goals in detail to the lecturers, as well as provides clear and detailed directions and communication regarding the work that the lecturers must do. If this is done continuously, there will be no information gap and the organization will grow and progress.

Results orientation indicators are able to form organizational culture variables, meaning that the indicators in the model can significantly measure organizational culture, because the emphasis of lecturers is to always work and develop themselves by focusing on optimal results. Lecturers also try to improve the effectiveness of the way of working, even though the work of lecturers always emphasizes work results, but still pays attention to the work process to achieve optimal results. So this result orientation needs to be emphasized on every lecturer not to be careless, so lecturers should not get used to only doing one dharma, while other dharmas are ignored, this needs to be strengthened by providing stimulus to lecturers in the form of research grants and community service, providing publication assistance. articles, supporting lecturers to take part in national and international events, so that the insights and perspectives of lecturers can develop and have relationships to collaborate. So lecturers should have characteristics and identity as lecturers who are able to

answer future challenges. It also provides opportunities for lecturers to take education at a higher level.

The problem of result orientation, the university gives awards to lecturers who are able to show work performance, the university also provides facilities in supporting the completion of work optimally, and lecturers are always required to be oriented and have a commitment to high work results at work.

The orientation indicator on people is able to form organizational culture variables, meaning that the indicators in the model can significantly measure organizational culture, because the university management always gives attention to lecturers, lecturers work according to targets and procedures that have been determined by the college management. . So it is a form of attention by involving lecturers in national and international seminar events, whether as participants or speakers, so especially activities that can produce output. Lecturers are always required to be independent in completing work assignments, so that lecturers try to do the work in earnest. Independence needs to be instilled in every lecturer, so that lecturers will increasingly have the ability and confidence in doing a task given by the organization as well as independent tasks as a lecturer. Lecturers always fill working hours to complete the work that is their duty. Lecturers are happy with the work they are currently doing because it can provide benefits to the institution, and the higher education management also motivates lecturers to actively take opportunities or opportunities that exist. So, there are no lecturers who feel relaxed, because after finishing one task, they are already waiting for the next task with a different challenge.

The indicator of team orientation is able to form organizational culture variables, meaning that the indicators in the model can significantly measure organizational culture, because lecturers prefer to complete work with teamwork. Lecturers try to collaborate with other work unit members to improve the best results for the institution. It is realized by the lecturer that to produce optimal performance, teamwork is very necessary, because if you want to progress, you must move forward together in a university, not only one that stands out, if you want to improve the performance of the university. Lecturers try to help fellow members of the work unit and other work units when someone is having difficulties. So mutual support between one lecturer with another lecturer. Lecturers are required to be members of a compact and reliable work unit in carrying out their work to get optimal results. The lecturers also trust each other with their co-workers. The loyalty of the lecturers to the team is very high to achieve the targets set by the university management. In the institution where the lecturer works, work is completed with teamwork according to assignments from superiors. If a problem arises at work, it is always resolved together. Higher education leaders and management provide solutions and assistance if lecturers find obstacles in doing their work. In carrying out the work, the lecturer coordinates with colleagues and leaders. So strengthening lecturers is to improve the performance of the lecturers themselves.

Aggressiveness indicators are able to form organizational culture variables, meaning that the indicators in the model can significantly measure organizational culture, because lecturers are required to work diligently in carrying out the tasks that are their responsibility. Lecturers always come on time and are disciplined at work so that the work is completed properly. Discipline in work and activities as a lecturer is an absolute requirement for the success of a university. Including there are lecturers who return research and community service funds to the Ministry of Education, Culture, Research and Technology (Kemdikbudristek), because they are not disciplined. Then the university has a clear agreement regarding the guidelines for implementing the right and wrong tasks that will be carried out by lecturers, because these are signs for lecturers in carrying out daily tasks.

Universities have rules that guide behavior and tell what lecturers can and cannot do based on the values that apply in the institution. Lecturers always share information with colleagues in carrying out their work, usually by creating Whatsapp groups for universities to facilitate the distribution of information. In working lecturers try to comply with existing regulations even though there is no supervision, regulations are made to be implemented for every member of the organization. Lecturers are not satisfied with one task, so they are always challenged with the next task.

Stability indicators are able to form organizational culture variables, meaning that the indicators in the model can significantly measure organizational culture, because lecturers feel valued and not as a tool to gain profits so that a good work environment can be realized. Lecturers also feel comfortable with the current conditions. So lecturers must be made to feel at home while on campus, to be more productive. Lecturers are able to prioritize the vision and mission of the institution rather than their personal interests. Lecturers are eager to recommend the college as a good place to build a career. Universities have a clear strategy for managing the future of lecturers' careers. Colleges in carrying out their daily activities do not forget to carry out family gathering events regularly. So lecturers are not only required to produce outputs, but also pay attention to the continuity and needs of their families and at work there is a need for refreshing, including participating in activities outside the area that have city tours or study tours.

In connection with this research, it can be concluded that of the overall indicators that make up the organizational culture variable, it has been proven to have a positive and significant influence on the performance of lecturers. Empirical evidence linking organizational culture with lecturer performance shows consistent results with this study. As stated by Tatik Fidowaty and Poni Sukaesih Kurniati (2015: 65), Anwar Ikhsan (2016: 17),

the results conclude that organizational culture has a significant and positive effect on lecturer performance.

7. The Influence of Leadership Style on Lecturer Performance

The results of the SEM model test show that the leadership style variable has a positive and significant direct influence on lecturer performance as indicated by the critical ratio value and the required probability value. This means that leadership style and lecturer performance have a positive and significant causal relationship. The positive influence of leadership style variables on lecturer performance is largely determined by the indicators that shape it, namely directive leadership, supportive leadership, participatory leadership and achievement-oriented leadership.

Directive leadership indicators are able to form leadership style variables, meaning that the indicators in the model can measure significantly the leadership style, because superiors always provide direct direction to subordinates in the context of carrying out work, superiors always clearly tell subordinates what to do, and how how to do it. Superiors always give clear instructions to subordinates related to work that must be completed immediately, superiors are always firm in making decisions. So from this system, superiors not only motivate but understand very well what should be done, of course, learn from existing experience. On the other hand, there is a harmonious relationship between superiors and subordinates in carrying out work. Superiors always give orders to their subordinates in detail. Bosses use strict work procedures to control their subordinates. Superiors more often set a one-way communication pattern with their subordinates, in decision making, superiors involve the participation of subordinates. So there is an emotional closeness between superiors and subordinates who are expected to be harmoniously intertwined and mutually support each other.

Regarding the leadership of this directive, the supervisor directly informs the lecturer what the department expects from the lecturer. The boss directly conveys his ideas or ideas in the department he leads. The boss directly decides what to do and how to do it. Supervisors directly assign lecturers when asked to carry out specific work assignments. The supervisor directly asks the lecturers to maintain work performance standards. The supervisor directly encourages the lecturers so that the work is carried out according to schedule. The supervisor directly asks the lecturers to follow the regulatory standards set by the university, and the decision-making is fully determined by the superior. So the boss's desire to improve performance, of course, has taken into account all aspects including the financial aspect, the lecturers just follow the instructions.

Supportive leadership indicators are able to form leadership style variables, meaning that the indicators in the model can significantly measure leadership style, because superiors always carry out two-way evaluations related to the implementation of work between superiors and subordinates, superiors always pay attention to conflicts that occur in lecturers. work guidelines for each part of the work that carries out its main tasks. Superiors always supervise subordinates regarding work that has not been completed on time. So in this type, lecturers always get full support from superiors if they provide very satisfactory performance and also encourage if there are lecturers who have unsatisfactory performance, and superiors want the work to have a basis so that it is not in vain and minimizes all harmful activities.

In connection with this supportive leadership, superiors always provide solutions if subordinates ask about work-related problems, superiors maintain good relations in terms of communication with subordinates. Superiors always exercise reciprocal control in terms of work between superiors and subordinates. The boss tries to develop a more family atmosphere in the office environment. Superiors provide opportunities for subordinates to express opinions or ideas in terms of work, superiors help lecturers carry out work so that it becomes more enjoyable. The boss maintains a friendly working relationship with the lecturer and the boss often makes decisions that make the lecturer's job enjoyable. So the boss wants the work atmosphere to run harmoniously, and in this model, the boss will not stay in place, at any time in the midst of his subordinates who are working, and also feel all the problems from their subordinates, because they feel close to all of the lecturers. and assume that success is shared and that superiors will not harm their subordinates, all will be well appreciated.

Participative leadership indicators are able to form leadership style variables, meaning that the indicators in the model can significantly measure leadership style, because superiors are always together with subordinates in making a decision. Superiors always involve the participation of subordinates in every campus activity, superiors use the participation of subordinates to facilitate communication. Supervisors provide opportunities for lecturers to discuss work-related problems. Superiors want to work with their subordinates (lecturers) to arrange their respective work assignments. The boss is always together in making decisions, but the decision remains with the boss. Superiors use the participation of group members to facilitate communication between lecturers and superiors to receive and pay attention to input and information from subordinates in making decisions. So the decisions taken, of course, the superiors listen to all input from the lecturers, so that the expected performance can be achieved and even exceed the predetermined targets.

Performance-oriented leadership indicators are able to form leadership style variables, meaning that the indicators in the model can significantly measure leadership style, because superiors provide opportunities for subordinates to develop careers. Superiors provide work assignments that are in accordance with the fields and abilities of subordinates, superiors entrust tasks in stages according to the abilities of subordinates. Superiors provide

opportunities for subordinates to attend education, training, seminars, workshops, workshops, talk shows when needed. Superiors pay attention and support careers for subordinates who are able to show work performance. Superiors seek to improve the ability of subordinates in completing work tasks. Superiors communicate the goals to be achieved and provide opportunities for subordinates to complete work tasks in their own way. Superiors always appreciate and praise subordinates who have good performance, superiors show confidence in the work abilities of their subordinates in completing work tasks and superiors often pay attention to subordinates whose performance is less than optimal. So if the lecturer's activities involve increasing achievement, the superior is ready to provide support, of course the superior's hope is that there is reciprocity to the institution in the form of performance evidence.

In connection with this research, it can be concluded that of the overall indicators that make up the leadership style variable, it has been proven to have a positive and significant effect on lecturer performance. Empirical evidence linking leadership style with lecturer performance shows consistent results with this study. As stated by Marchell Pangemanan, Joyce Lapian and Rita Taroreh (2016: 478), F.X. Soewarto Citro Taruno et al., (2012: 495), the results conclude that leadership style has a significant and positive effect on the performance of employees/lecturers.

8. The Effect of Conflict Management on Lecturer Performance

The results of the SEM model test show that conflict management has a direct positive but not significant effect on lecturer performance. This is indicated by the P value or P value, the influence of conflict management variables on lecturer performance (X_4 Z) is not significant with a value of 0.105 and C.R. positive sign of 1.623. Therefore, the p value obtained is > 0.05 and the C.R. is positive, where the value of C.R. < 1.96 (Table 29), then H_0 is accepted and it is concluded that the conflict management variable has a positive and insignificant effect on lecturer performance. In this case, it means that conflict management has not been able to significantly improve lecturer performance.

Conflict management has no significant effect on the performance of lecturers because the lecturers in resolving conflicts do not choose the competitive model, namely the lecturers do not want to strive firmly in achieving goals and winning positions with other lecturers, let alone arguing firmly about the lecturer's stance. Lecturers also do not want to use various ways to win from conflicting opponents. The lecturer with the knowledge he has does not want to show the opponent the conflict about the logic and advantages of his current position even though if he weighs it it will be beneficial for him. So for the competition model, the lecturers choose not to agree if they resolve conflicts with the competition model.

The second reason why conflict management has no significant effect on lecturer performance is because lecturers in resolving conflicts do not agree on conflict resolution choosing a collaborative model, namely because lecturers do not want to share problems with conflict opponents, usually lecturers always maintain their privacy, so they don't want all problems. what they experience is known by other lecturers. Also, lecturers don't want to try to negotiate matters relating to conflict, because lecturers are aware that just implementing the tridharma of higher education is already draining energy and thought, let alone dealing with protracted conflict problems, usually lecturers avoid conflict and if it happens they are usually quick to ask for help. sorry or even ignore the conflict and finally just let it go. Lecturers don't want to tell conflicted opponents about their ideas, let alone ask other lecturers for ideas, because lecturers take care of each other's feelings, moreover, the lecturer's work system requires each other between one lecturer and another. Usually, lecturers in Southeast Sulawesi

Province do not seek help against conflict in reaching a solution but usually use the services of a third party to defuse existing problems.

The avoiding indicator is one of the favorites for lecturers in Southeast Sulawesi Province, because lecturers try to do what is needed to avoid unnecessary tension, basically lecturers only want to focus on the tridharma of higher education for work at their respective universities. especially regarding their needs such as attendance, filling the Lecturer's Workload (BKD), promotion, taking care of impasing, teaching, researching and serving the community and so on, conflicts usually occur if there are obstacles or are felt to be hampered, but only limited to questioning. Lecturers also try to postpone problems until they have time to think about them, this is done because there are many tasks that require a priority scale in solving them. The next reason is to give other lecturers an opportunity to calm down so they can finish things with a clear mind. In addition, lecturers also allow conflict opponents to take responsibility for solving problems and lecturers try to accept defeat. This is done to deal with conflicts more effectively and accept the defeat as a form of minimizing the losses that will occur.

Lecturers in Southeast Sulawesi Province are more inclined to resolve conflicts with the accommodating method because lecturers often sacrifice their desires to fulfill the wishes of opponents of conflict, so lecturers in Southeast Sulawesi Province are categorized as giving in a lot to maintain harmony and stability among lecturers. Lecturers try to calm the opposing feelings of conflict and maintain relationships. This is done so that in solving problems in a condition not angry so that the decisions that will be taken can make sense, so that a good cooperative relationship can be established between lecturers. Lecturers also try to pay attention to the wishes of the opponents of the conflict in negotiating. If the position of the opponent of the conflict seems very important to him, then the lecturer will try to fulfill his wishes. This is done to satisfy other lecturers and to maintain social relations between lecturers because these lecturers feel more important and need than lecturers who give or realize the wishes of other lecturers.

9. Direct Effect of Job Satisfaction on Lecturer Performance

Discussion of job satisfaction on lecturer performance using the results of the complete SEM model test. The results of the complete SEM model test show that job satisfaction has a positive and significant effect on lecturer performance. This is indicated by the positive critical ratio value of 3.107 where $3.107 > 1.96$ and the p value obtained is $0.002 < 0.05$, which is required. This means that job satisfaction and lecturer performance have a positive and significant causal relationship.

The positive effect of the variable job satisfaction on lecturer performance is determined by the indicators that shape it, namely job satisfaction, satisfaction with rewards, satisfaction with superior supervision and satisfaction with coworkers and satisfaction with promotion opportunities.

Job satisfaction indicators are able to form job satisfaction variables, meaning that the indicators in the model can significantly measure job satisfaction, because lecturers are satisfied with the work they are currently doing, including the workload that is sometimes delegated to the lecturer concerned. This happens because the lecturer feels enjoy with the work given and the lecturer feels that the work he has done so far is the desire of the lecturer himself who is challenged to complete the existing work to completion. The work that lecturers are currently doing is in accordance with their educational background, abilities, and expertise, so that lecturers feel increasingly challenged to train themselves to become professional lecturers, which is to understand exactly what a lecturer should do. Lecturers are always given freedom by their superiors in doing their work, because all the work carried out

is planned long in advance, so there is a grace period given and there is always an explanation of what should be done by presenting expert lecturers who are experts in explaining the work to be done and this increase the knowledge and experience of the lecturer himself.

As an indicator of job satisfaction, lecturers are satisfied with the facilities provided by the institution, because it can facilitate and encourage them to complete various tasks assigned by the institution, both from internal campuses and external campuses. Lecturers know very well that the work they do plays an important role in the progress of the institution where the lecturer works, because it is often presented at every meeting, as well as scientific meetings and is a work that is repeated every year even though the model is changed or developed according to existing progress. The work carried out by the lecturer is considered as an opportunity to prepare for the progress of the lecturer in the future, moreover the lecturer considers the work being carried out currently very interesting, because it is in accordance with what the lecturer wants, for example wanting to register his name in the international world, namely through articles published in reputable international journals. Basically, lecturers are enthusiastic about the work they are currently doing and lecturers have a feeling of pride and happiness towards the work they currently have. The work assigned to their lecturers is seen as an opportunity to make their own decisions, giving rise to freedom and independence.

The indicator of satisfaction with rewards is able to form a job satisfaction variable, meaning that the indicator in the model can significantly measure job satisfaction, because lecturers are satisfied with the basic salary received at this time on average already meets the Provincial Minimum Wage (PMW) standard of Southeast Sulawesi. namely the 2021 PMW of Rp. 2.552,014 or 2022 PMW Rp. 2,710,595. The salaries received by lecturers are currently satisfactory, in accordance with the workload and responsibilities they carry and when compared with the work performance that the lecturers have shown so far, so that there are no longer lecturers who work in the private sector and are not Civil Servants. looking for a life as civil servants, because what they get is in accordance with or the same as the income earned by civil servants, it's just a matter of fighting for a retirement salary for private lecturers who have retired, as a reward for their service in developing higher education, of course strengthening Higher education institutions must already have good financial sources and not only expect from the payment of Student Educational Development Contributions (SPP), but already have superior businesses that are able to support human resources in higher education, including the use of students who come from graduate from the university, as a workforce to support campus business development.

Based on this, the lecturer feels that the salary received is in accordance with the level of education, the salary received is in accordance with the demands of the work that is the burden of the task given by the college and in accordance with the level of skill that the lecturer has. Regarding the distribution of incentives, lecturers feel that it is fair, in accordance with the responsibilities and workloads carried out. In addition, lecturers are satisfied with the benefits provided by the institution other than the basic salary received, for example committee allowances, position allowances, rank and class, and family allowances.

Indicators of satisfaction with superior supervision are able to form job satisfaction variables, meaning that the indicators in the model can significantly measure job satisfaction, because superiors have always provided direction to subordinates in every job, so that they are in accordance with established procedures, including if there are changes to the job. the procedure. Communication between superiors and subordinates is well established in solving work problems, either through face to face, through social media or through warrants or letters of assignment or appeals. The supervisor is always willing to take the time to help if

the lecturer has difficulty completing assignments related to his work. It is felt by lecturers that the soul to take the time and provide information to lecturers even though outside working hours is still served, especially with the advancement of social media today, superiors can record their voices or type in the chat column or even make tutorials in the form of videos for concerns or problems. the lecturer. Superiors always provide opportunities for submitting ideas or input that may be useful in supporting the achievement of work programs, so all lecturers are given the same opportunity to express their ideas or ideas, and the leadership only needs to direct it according to existing conditions.

The superior's understanding of the work is good, because the superior already has experience in carrying out his duties as a supervisor and is fully responsible for the tasks assigned to him. Superiors are very firm in giving warnings to lecturers, such firmness is carried out for the interests and progress of the lecturers themselves, especially in terms of work discipline, as well as in completing tasks that should be carried out by lecturers such as filling out the BKD which is always reminded, lecturer certification programs so that the lecturer title is correct really can be felt and so on. So superiors in enforcing discipline are very firm. The supervisor objectively assesses the work performance of the lecturers which has an impact on the seriousness of the lecturers in carrying out their duties. The supervisor gives appreciation to the lecturer's success in completing work assignments and usually a moment is made so that it can be used as an example for other lecturers. There is feedback from superiors on the work that the lecturer is doing, usually there are notes given so that there are improvements.

The indicator of satisfaction with co-workers is able to form the variable of job satisfaction, meaning that the indicator in the model can significantly measure job satisfaction, because the relationship with colleagues so far is felt by the lecturers to be well established. When energy and thought are needed, co-workers provide direct assistance in an effort to complete work on time. So far, lecturers have not found difficulties in collaborating with colleagues and all colleagues are responsible for the results of the work. In addition, fellow lecturers respect each other's individual rights so that a harmonious atmosphere is maintained. The family atmosphere at work is well-established. The social needs of lecturers to interact with colleagues in the office are met and fellow lecturers always provide advice, support and are happy to help when facing difficulties at work.

The indicator of satisfaction with promotion opportunities is able to form a job satisfaction variable, meaning that the indicator in the model can significantly measure job satisfaction, because all lecturers are given the same opportunity for promotion, therefore working professionally is the key word and let the leadership judge because it is proven that there is no difference between senior and junior lecturers because all are given the same opportunity to occupy a position. The fairness of the policy on promotion of lecturers has been implemented properly because it is in accordance with the mechanism agreed upon in the statutes of each university, so that promotions carried out by universities motivate lecturers to develop and progress. The frequency of time for lecturer promotions is felt to be appropriate, because it has met the predetermined criteria. Good work performance results in promotions for lecturers.

The policy of promotion, promotion, or position is in accordance with the mechanism, so that all lecturers can accept and support the decision. Promotion of positions for lecturers is carried out objectively. There are opportunities provided by universities to improve careers. The university provides the widest opportunity for every lecturer to be able to get promoted. The promotion process is open to anyone who has the potential without any discrimination.

5. Conclusion

Based on the results of research, data analysis and discussion, it can be concluded as follows:

1. Motivation has a positive and significant direct influence on job satisfaction. This means that the better the motivation, the higher the job satisfaction of lecturers.
2. Organizational culture has a positive and significant direct influence on job satisfaction. This means that the better the organizational culture, the higher the job satisfaction of lecturers.
3. Leadership style has a positive and significant direct influence on job satisfaction. This means that the better the leadership style, the higher the job satisfaction of lecturers.
4. Conflict management has a positive and significant direct effect on job satisfaction. This means that the better the conflict management, the higher the job satisfaction of lecturers.
5. Motivation has a direct positive but not significant effect on lecturer performance. This means that motivation has not been able to significantly improve the performance of lecturers.
6. Organizational culture has a positive and significant direct influence on lecturer performance. This means that the better the organizational culture, the higher the performance of lecturers.
7. Leadership style has a positive and significant direct influence on lecturer performance. This means that the better the leadership style, the higher the lecturer's performance.
8. Conflict management has a direct positive but not significant effect on lecturer performance. This means that conflict management has not been able to significantly improve lecturer performance.
9. Job satisfaction has a positive and significant direct influence on lecturer performance. This means that the higher job satisfaction, the higher the performance of lecturers.

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