Sequential explanatory analysis on lecturer' performance investigated by reference to organizational culture, knowledge management, and personality

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Abstract
The aim of this research to determine the closeness of the relationship between organizational culture, knowledge management and personality with the performance of lecturers. This research use a mixed method with sequential explanatory design. Population in this research is permanent lecturer at Private Academy of Midwifery in City of Jambi, Indonesia amounted to 131 lecturers. The number of samples in this research were 99 lecturers obtained by Slovin formula and regression test was used to examine the correlation between variables.

Based on the results of quantitative and qualitative research, this research found: (1) There is a highly significant positive relationship between organizational culture and performance of lecturer with correlation coefficient = 0.61 ($p < 0.01$), and coefficient of determination r = 0.377 or 37.7%; (2) There is a highly significant positive correlation between knowledge management with performance of lecturer with correlation coefficient = 0.479 ($p < 0.01$), and coefficient determination = 0.229 or 22.9%; (3) There is a highly significant positive relationship between lecturer's personality and performance of lecturer with correlation coefficient = 0.454 ($p < 0.01$), and coefficient of determination = 0.206 or 20.6%; (4) There is a highly significant positive relationship between organizational culture, knowledge management and lecturer personality together with lecturer performance with correlation coefficient = 0.594 ($p < 0.01$), and coefficient of determination = 0.353 or 35.3 %. Based on the research findings, the stronger the organizational culture, the more effective the knowledge management and the stronger the personality of the lecturers together will result in the higher level of performance of lecturer.

Keywords: performance, organizational culture, knowledge management, personality

1. Introduction
Education takes on the task of generating better generations, cultured human beings, civilized humans and creating individuals with a lofty personality. Education is a deliberate, conscious, systematic and planned effort to realize the condition and atmosphere of learning and learning process so that learners effectively develop their potential to have the power of religious spirituality, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state.

So far, universities in Indonesia have not been successful in improving human resources in Indonesia. The quality of university graduates in Indonesia is still low indicated by the facts of the Global Competitiveness Index research of 2015-2016 that Indonesia's competitiveness is in the order of 37 from the studied countries that fall into the middle category, which get a score of 4.52 or included in the classification of "efficiency-driven economies". Indonesia is below Malaysia whose scored 5.06 or entered the classification of "transition to innovation-driven economies". While Singapore has far left Indonesia scoring 5.67 or entered the country's "innovation-driven economies" classification. According to this report Indonesia still has to fight corruption and weak development infrastructure.

Based on the survey, it is known that the performance of lecturers who may contribute to the development of human resources in universities is still not maximal so that it is

necessary to increase the time of completion of the teaching obligation, the the teaching staff, the utilization of staff by the lecturer, the utilization of the teaching mind, the accuracy of the use of teaching facilities, and the result of the student's learning appraisal. The results of other studies show that the implementation of lecturer duties appropriate function and duties are only amounted to 62 percent. This means there are about 38 percent of the lecturers' lives they devote to duties and functions other than lecturers.

In accordance with the identification and restriction of the above problems, the problems in this study are formulated as follows:
1. Is there a relationship between organizational culture and lecturer performance?
2. Is there a relationship between knowledge management and lecturer performance?
3. Is there a relationship between personality and lecturer performance?
4. Is there a relationship between organizational culture, knowledge management and personality together with the lecturer's performance.

Robbins and Coulter [1] stated that "performance is all of these things. It's the end result of an activity. "Based on these statements, performance refers to the final result of the process of performance. An activity, with the criteria of whether the outcome can be said to be efficient and effective.

The performance dimensions according to Robbins and Coulter are work productivity, work effectiveness, and work performance shown by work rank. The performance measurement mechanism according to Robbins and Coulter is the better level of productivity, effectiveness and work ranking achieved in work, then it shows the better a performance.

Colquitt, Lepine and Wesson [2] stated that performance can be seen from a number of organizational members' attitudes and contributions to the achievement of organizational goals. Performance related to the work. Performance is likened to the results of tests on the students, some get high scores, low, average and average. The results of this test show the results of efforts undertaken by teachers and students. Lutans states that performance related to behavior on tasks or activities, usually associated with the attempt to do something for a certain amount or quality that workers do. The performance dimensions according to Luthans [3] include: a. productivity; b. presence; c. work accident; d.sales. The performance appraisal mechanism according can be done on the quantity and quality of work by using data such as data quality, sales and productivity.

Nelson and Quick [4] argue that organizational culture refers to a basic assumption pattern that is considered valid or true and that is taught to new members of the organization as a way to understand, think, and feel for the organization. The organizational dimensions of organization consist of:

a. Artifacts is cultural forms that can be observed and accessed;
b. Values reflects the trust of organizational members in relation to matters allowed and should not be done,
c. Assumptions guiding the behavior of members of the organization which is then referred to as the essence of the culture.

Knowledge management according to Rao [5] is a concept whereby a system consciously and comprehensively works to collect, organize, share and analyze data in the form of sources, documents and skills possessed by a person / organization. The dimension of knowledge management consists of

a. Knowledge management process;
b. Knowledge management system;
c. Knowledge management structure;
d. Knowledge management strategy;
e. Knowledge management assets.

Rao describes the knowledge management dimension as follows:

a. Knowledge management process involves the creation, storage, transfer, and application of knowledge.
b. Knowledge management system encompasses the activities of coding and sharing best experiences, creating knowledge directories, and creating knowledge networks.
c. Knowledge management structure includes activities to sort data, information, knowledge and wisdom (policy).
d. Knowledge management strategy includes activities that assess that knowledge is not solely cognitive, but must be viewed from various perspectives to create a culture of innovation.

e. Knowledge management assets include activities to make speed, ability (agility), reach (reach), and insight (insight) as an important asset.

Schermerhorn *et al.* [6] explains that there are 5 personality dimensions, namely:
a. Extraversions;
b. Agreeableness;
c. Conscientiousness;
d. Emotional stability;
e. Openness to experience.

As for extraversions are characterized by outgoing, sociable and assertive. Agreeableness is characterized by a comfortable atmosphere, full of trust and happy to work together. Conscientiousness is characterized by responsibility, dependability and perseverance. Emotional stability is characterized by not knowing fear, safe, and relaxed. Openness to experience is characterized as having a sense of curiosity, and insightful.

2. Materials and Methods
The general purpose of this research is to get descriptive explanation, inferential (quantitative) and qualitative relationship between variables, organizational culture variable, knowledge management, personality on lecturer's performance through mix method with design of sequential explanatory.

In this research, research method used is combination research method *(mixed method)*. The use of a combination method *(mixed method)* is used because the researchers want to obtain data and complete, valid, reliable and objective information. By using combination methods, the weaknesses in both quantitative and qualitative methods can be eliminated.

The population of this study is the lecturers at the Private Academy of Midwifery in City of Jambi amounted to 131 lecturers. The sample was drawn using a simple random sampling technique. The number of samples employed the Slovin formula with a total sample of 99 lecturers and regression test was used to examine the correlation between variables.

3. Results & Discussion
Testing of research conducted with correlation techniques show the following results.

The relationship between organizational culture and lecturer performance is presented in the regression equation $\hat{Y} = 23.52 + 0.578 \ X_1$. The test of linearity requirement of regression equation with F test has provision $F_{calculated} < F_{table}$, then the equation can be said to be linear. Based on the results of calculations performed, the value of $F_{calculated} = 58.89$, while the score of $F_{table} \ (\alpha = 0.05) = 3,94 = 6.90$ Thus, the regression equation $\hat{Y} = 23.52 + 0.578 \ X_1$ is linear. The strength of the relationship between organizational culture variables and lecturer's performance can be seen from the correlation coefficient value between X_1 and Y of $r_{y.1} = 0.61$ Thus, it can be concluded that there is a positive and very significant relationship between organizational culture with lecturer's performance. The contribution of organizational culture variable to lecturer's performance variable is 37% as denoted by coefficient of determination $(r^2) = 0.377$.

The relationship between knowledge management and lecturer performance is presented in the regression equation $\hat{Y} = 36.06 + 0.805X_2$. The test of linearity requirement of regression equation with F test has provision $F_{calculated} < F_{table}$, then the equation can be said to be linear. Based on the results of calculations performed, the value of $F_{calculated} = 58.89$, while the score of F_{table} ($\alpha = 0.05$) = 3,94 = 6.90 Thus, the regression equation $\hat{Y} = 36.06 + 0.805X_2$ is linear. The strength of the relationship between organizational knowledge management and lecturer's performance can be seen from the correlation coefficient value between X_2 and Y of $r_{y.2} = 0.479$. Thus, it can be concluded that there is a positive and very significant relationship between knowledge management with lecturer's performance. The contribution of knowledge management variable to lecturer's performance variable is 22.9% as denoted by coefficient of determination (r^2) = 0.229.

The relationship between personality and lecturer performance is presented in the regression equation $\hat{Y} = 33.27 + 0.548X_3$. The test of linearity requirement of regression equation with F test has provision $F_{calculated} < F_{table}$, then the equation can be said to be linear. Based on the results of calculations performed, the value of $F_{calculated} = 58.89$, while the score of F_{table} ($\alpha = 0.05$) = 3,94 = 6.90 Thus, the regression equation $\hat{Y} = 33.27 + 0.548X_3$ is linear. The strength of the relationship between organizational personality and lecturer's performance can be seen from the correlation coefficient value between X_2 and Y of $r_{y.2} = 0.454$. Thus, it can be concluded that there is a positive and very significant relationship between personality with lecturer's performance. The contribution of personality variable to lecturer's performance variable is 20.6% as denoted by coefficient of determination (r^2) = 0.206.

The relationship between organizational culture, knowledge management, and personality together with lecturer's performance is presented in the form of regression equation $\hat{Y} = 5.67 + 0,713X_1 + 0,476X_2 + 0,476X_3$ with value of $F_{calculated}$ at $\alpha = 0.05$ equal to 117.970 while the $F_{table} = 2.720$ indicates a positive and very significant relationship. The correlation coefficient obtained from the calculation is $r_{y.1.2.3} = 0.594$ and the coefficient of determination of 0.353. The value of this coefficient of determination implies that 35.3% variations in lecturer's performance variables can be explained by organizational culture variables, knowledge management, and personality jointly.

The result of qualitative research obtained through data reduction of interview result, FGD, observation, and document review showed that the relationship between organizational culture variables, knowledge management, and personality and work motivation with lecturer's teacher performance, either individually or collectively showed trend which is similar to the results of quantitative research.

4. Conclusion
Based on the results of analysis, discussion of research results, and hypotheses that have been tested, it can be concluded things as follows.
1. There is a positive relationship of organizational culture with lecturer's performance of Private Academy of Midwifery in City of Jambi, Indonesia. This positive relationship is reinforced by qualitative research results. This brings the implication that the higher the organizational culture the higher the lecturer's performance.
2. There is a positive relationship of knowledge management with lecturer's performance of Private Academy of Midwifery in City of Jambi, Indonesia. This positive relationship is reinforced by qualitative research results. This brings the implication that the higher the knowledge management the higher the lecturer's performance.
3. There is a positive relationship of personality with lecturer's performance of Private Academy of Midwifery in City of Jambi, Indonesia. This positive relationship is reinforced by qualitative research results. This brings the implication that the higher the personality the higher the lecturer's performance.
4. The contribution of organizational culture variables, knowledge management, and personality jointly to make lecturer's performance is 35.3 % only. Thus, other researchers should add more variables affecting the lecturer's performance if wishing to conduct a similar research.

5. References
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