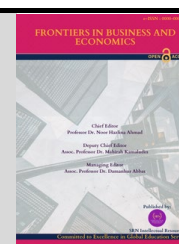




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Original Article

The Role of Organizational Change and Culture in Shaping Lecturer and Employee Performance

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Abstract: Performance reflects the outcomes of an individual's work in terms of quality and quantity. Improving organizational effectiveness often requires change, which must be supported by a strong organizational culture. Organizational change involves transitioning from the current state to a desired future state to enhance performance, whereas organizational culture comprises the shared values and assumptions that members develop to address internal and external challenges. This study investigates the influence of organizational change and culture on employee performance at the Lamongan and Blitar campuses of PGRI Adi Buana University. Questionnaires were distributed to all 42 lecturers and staff members to assess these relationships. A quantitative approach based on the positivist paradigm was employed to investigate the impact of organizational change and culture, both individually and in combination, on performance. The findings indicate that organizational change has a negative relationship with performance, suggesting that change may cause disruption or resistance among employees. In contrast, organizational culture shows a significant positive influence on performance, highlighting the importance of shared values and norms in shaping employee behavior and outcomes. Overall, while organizational culture supports performance, the impact of organizational change requires careful management to avoid adverse effects.

Keywords: Organizational Change; Organizational Culture; Employee Performance; Organizational Effectiveness.



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1. Introduction

A university is a higher education institution comprising various faculties that offer academic and vocational programs in the fields of science, technology, and the arts. In the context of higher education, the performance of lecturers and administrative staff plays a crucial role in ensuring the effectiveness of institutional quality management. High performance reflects the competence and capability of personnel in fulfilling their duties and responsibilities, as measured through systematic performance evaluations. Indonesia is home to a substantial number of universities. However, many institutions continue to struggle to meet the minimum accreditation standards established by the National Accreditation Board for Higher Education (BAN-PT). These standards, based on the National Higher Education Standards (SN Dikti), are formalized through specific accreditation instruments, including those used for the merger and integration of private higher education institutions (PTS). According to Article 15 of the Ministry of Research,

Technology, and Higher Education Regulation No. 100 of 2016, institutional changes may occur when two or more PTS merge into a single entity. In line with this regulation, STKIP PGRI Lamongan and STKIP PGRI Blitar have merged into PGRI Adi Buana University (Lamongan and Blitar Campuses), in association with PGRI Adi Buana University Surabaya. This merger was initiated based on shared visions and the goal of enhancing quality, efficiency, and administrative effectiveness.

Employee performance is defined as the outcome of an individual's work, reflecting both the quality and quantity of output. Performance levels can vary among individuals due to differing motivational factors. In organizational contexts, employee performance has a direct impact on the effectiveness of the institution. Poor performance can negatively affect overall organizational outcomes, whereas high-performing individuals contribute positively to institutional success (Mulyono, 2012). Human resources are vital assets, and employees with high performance are essential for achieving organizational goals (Sitio, 2018). Performance is typically evaluated based on agreed-upon targets and standards, emphasizing quantity, quality, efficiency, and effectiveness (Rivai, 2013). Thus, strong employee performance correlates with high organizational morale and commitment. Organizational change refers to the process by which an institution transitions from its current state to a desired future state, with the aim of improving its effectiveness. This process involves the strategic use of resources and capabilities to enhance value creation and meet stakeholder expectations (Franadita & Nuri, 2022). Effective change management requires clear strategies and a readiness to adapt in a competitive environment (MN et al., 2019). According to Ekechi (2020), the impact of organizational change on employee performance depends on the strategic approach adopted. Establishing a shared and coherent vision is often the first step toward successful transformation (Errida & Lotfi, 2021).

Another significant factor influencing performance is organizational culture. Waluyo and Ismirah (2016) define organizational culture as a set of fundamental beliefs and assumptions shared by members of an organization, developed to address challenges in external adaptation and internal integration. These cultural values are passed down to new members as guiding principles for understanding and managing organizational issues. Similarly, Sule and Saefullah (2019) describe organizational culture as the norms and values adopted by an organization that shape its interaction with the environment. A strong alignment between personal and organizational values can significantly enhance performance. Culture influences how employees perceive their environment, shaping the foundation for shared beliefs and expectations. Hence, cultivating a positive organizational culture is essential for driving performance (Jufrizen & Radiman, 2010). Previous studies have produced mixed findings regarding the influence of organizational change and culture on employee performance. Clarisa, Bernhard, and Lucky (2018) found that organizational change had a negative and insignificant impact on employee performance. In contrast, Rifani and Fanny (2019) reported that organizational change influenced organizational culture, which in turn affected performance.

However, when tested directly, organizational change alone did not have a significant impact on the performance of lecturers and staff. Other studies (e.g., Edi Sugiyono & Rita RS, 2022; Ferdian & Alya, 2020; Girsang, 2019) also suggest that organizational culture does not significantly influence performance. Conversely, Lailla and Mardi (2022) and Simbolon and Hastin (2013) reported a positive effect of organizational change on performance, while research by Swastiani (2020), Febriantina et al. (2018), and Clarisa, Bernhard, and Lucky (2018) found that organizational culture positively influences employee performance. Thus, this study aims to investigate the differences in lecturer and staff performance before and after the institutional transformation of STKIP PGRI Lamongan and STKIP PGRI Blitar into PGRI Adi Buana University (Lamongan and Blitar Campuses). Additionally, the primary objective is to assess whether institutional transformation has resulted in measurable improvements in performance among academic and administrative personnel.

2. Literature Review

2.1. Attribution Theory

Attribution theory seeks to explain how individuals interpret and assign causes to behaviors, whether their own or others'. According to Gibson et al. (1994) as cited in Ardiansah (2003), the theory outlines the cognitive processes involved in attributing motives to actions. Individuals may attribute behavior to internal (personal) factors or external (situational) factors. Luthans (1998) categorizes these attributions into dispositional (internal) and situational (external) causes, while Robbins (1996), as referenced in Ardiansah (2003), emphasizes the influence of these attributions on individual behavior. Dispositional attributions are linked to personal traits or characteristics, whereas situational attributions refer to environmental or contextual influences. Kelley (1972), cited by Gibson et al. (1994) in Ardiansah (2003), identifies three key factors that influence attribution: (a) Consensus – the extent to which others behave similarly in the same situation; (b) Distinctiveness – how differently an individual behaves across various situations; and (c) Consistency – the regularity of the individual's behavior over time in similar contexts.

Herzberg (1996) and Steers (1997), as cited in Reed et al. (1994) in Ardiansah (2003), argue that certain inherent organizational attributes significantly influence employee attitudes, particularly those related to work behavior. Dysfunctional audit behavior, for instance, may stem from both internal and external attribution factors. Internal

attributions may include an employee's perceived locus of control, self-assessment of performance, or unfulfilled intentions to leave the organization. On the other hand, external attributions can involve factors such as time constraints or external pressures to complete tasks swiftly.

2.2. Organizational Change

Change is an inevitable aspect of all entities, including organizations. Organizations must continuously adapt to internal and external demands to remain effective. Robbins (2006), as cited in Rahadian (2013), explains that organizational change is fundamentally aimed at enhancing organizational effectiveness by improving adaptability to environmental dynamics and shifting member behaviors. These changes may occur in various dimensions, including organizational structure, strategy, systems, technology, physical layout, and human resources. Thus, the proposed hypothesis is H1: Organizational change has a significant influence on employee performance.

2.3. Organizational Culture

Organizational culture plays a pivotal role in shaping employee behavior. It is manifested in various aspects, such as innovation, creativity, openness to new opinions, and interpersonal relationships. A positive organizational culture fosters job satisfaction and optimal performance, thereby supporting the achievement of organizational objectives. According to Pabundu (2006), organizational culture serves several key functions: (a) Establishing boundaries for acceptable behavior; (b) Fostering a sense of identity among organizational members; (c) Encouraging commitment beyond individual self-interest; (d) Enhancing the stability of the social system by serving as a unifying force; (e) Acting as a control mechanism that shapes and guides employee behavior. Thus, the proposed hypothesis is H2: Organizational culture has an influence on performance.

2.4. Employee Performance

Performance reflects an individual's capability to fulfill job responsibilities effectively, efficiently, and productively in alignment with organizational expectations. According to Hasibuan (2005), performance refers to the results achieved by an individual in executing assigned tasks and is influenced by their skills, experience, commitment, and the time dedicated to the tasks. Thus, the proposed hypothesis is H3: Organizational change and organizational culture collectively influence performance.

3. Materials and Methods

3.1. Research Design

This study employs a quantitative research approach grounded in the positivist paradigm, which posits that reality, symptoms, or phenomena can be classified, observed, measured, and empirically tested, with relationships assumed to be causal in nature. The quantitative approach is intended to describe, confirm, and test hypotheses concerning the observed phenomena. This research constitutes a comparative study aimed at examining the performance of lecturers and administrative staff before and after the transformation of PGRI Adi Buana University's campuses in Lamongan and Blitar. According to Sugiyono (2018), comparative research is designed to identify differences in one or more variables across two samples or within a single sample at different points in time.

3.2. Population and Sample

The **population** in this study consists of all lecturers and administrative employees of PGRI Adi Buana University who are employed at the Lamongan and Blitar Campuses, totaling 42 individuals. The sampling technique employed is saturated sampling, in which the entire population serves as the research sample, given its relatively small size and the importance of capturing all perspectives within the studied group.

3.3. Data Collection Technique

Data were collected using a questionnaire distributed via Google Forms, with participants asked to complete the form through a provided link. For variable measurement, this study utilizes a Likert scale ranging from 1 to 5. Responses are categorized as (1) Strongly Disagree, (2) Disagree, (3) Somewhat Agree, (4) Agree, and (5) Strongly Agree. Each response is assigned a numerical value from 1 (indicating the lowest agreement) to 5 (indicating the highest agreement). This scale was applied to assess all measured variables consistently.

3.4. Data Analysis

Validity testing was conducted to determine the extent to which the questionnaire items accurately measure the intended constructs. An instrument is deemed valid if its items effectively assess the variables they are intended to measure (Ghozali, 2018). The validity of each item was tested by comparing the computed correlation coefficient (*r*-calculated) with the critical value (*r*-table) at a significance level of 0.05. An item is considered valid if the *r*-calculated exceeds the *r*-table and is positive. Conversely, if the *r*-calculated is less than the *r*-table, the item is deemed invalid. Reliability testing was performed to evaluate the consistency of the questionnaire responses. According to Ghozali (2018), a questionnaire is considered reliable if it consistently produces the same results over time. In this study, reliability was assessed using Cronbach's Alpha, applied to variables such as task complexity, obedience pressure, auditor knowledge, and audit judgment. A Cronbach's Alpha value greater than 0.70 indicates good internal consistency, while a value below 0.70 suggests that the construct may not be reliable. Furthermore, the collected data were analyzed using multiple linear regression to examine the influence of multiple independent variables on the dependent variable. This statistical method enables the assessment of the strength and direction of relationships among variables, making it suitable for testing the hypotheses formulated in this study.

4. Results

4.1. Reliability Testing

The reliability test was conducted using Cronbach's Alpha coefficient via SPSS version 25. The resulting Cronbach's Alpha values indicated the reliability of the questionnaire items related to organizational change, organizational culture, and performance at PGRI Adi Buana University, Lamongan and Blitar campuses. The detailed results are presented in Table 1 below.

Table 1. Result of Reliability Statistics

Variable(s)	N of Items	Cronbach's Alpha
Overall	32	0.863

The reliability test used Cronbach's Alpha to assess the internal consistency of the questionnaire items used in this study. As shown in Table 1, the overall Cronbach's Alpha value for the 32 items was 0.863. This indicates a high level of reliability, as values above 0.70 are generally considered acceptable, while values above 0.80 reflect good internal consistency. This result suggests that the measurement items used to assess the variables, namely organizational change, organizational culture, and performance, are consistent in measuring their respective constructs. Therefore, the questionnaire is deemed reliable for further analysis and interpretation in this study.

Table 2. Result of Hypothesis Testing

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	36.81	3.398		10.834	0.000
Organizational Change	-0.395	0.087	-0.646	-4.524	0.000
Organizational Culture	0.430	0.075	0.813	5.694	0.000
Sum of Squares		40.969		F	17.347
df		2		Sig.	0.000
Mean Square		20.484			

a. Dependent Variable: Performance

b. Predictors: (Constant), Organizational Culture, Organizational Change

The regression analysis aimed to examine the influence of organizational change and organizational culture on employee performance. The results, as presented in Table 2, indicate that the overall model is statistically significant, with an F-value of 17.347 and a significance level (*p*-value) of 0.000. This finding suggests that both predictors, when considered together, have a meaningful impact on performance. Specifically, organizational change was found to have a negative and significant effect on employee performance, as indicated by a standardized beta coefficient of -0.646, a *t*-value of -4.524, and a *p*-value of 0.000. This implies that organizational change, particularly when poorly managed, can lead to a decline in employee performance. Conversely, organizational culture had a strong, positive, and significant

influence on performance, with a standardized beta coefficient of 0.813, a t-value of 5.694, and a p-value of 0.000. This underscores the role of a solid and supportive organizational culture in enhancing performance outcomes. Overall, the significance of the F-test and the strength of the beta coefficients affirm the robustness of the regression model. While both organizational change and culture are critical factors, they influence performance in contrasting ways. Organizational culture contributes positively, whereas unmanaged organizational change may have adverse effects.

5. Discussion

The findings of this study indicate that organizational change has a negative relationship with employee performance, as evidenced by a regression coefficient of -0.395. Furthermore, the t-test results show a negative t-value for the organizational change variable, reinforcing the inverse relationship with performance. Based on these results, it can be concluded that organizational change does not have a statistically significant effect on employee performance. These findings align with prior research by Clarisa, Bernhard, and Lucky (2018), which also reported a negative and insignificant effect of organizational change on employee performance. However, the results contrast with those of Rifani and Fanny (2019), who found that organizational change influences organizational culture, which in turn affects the performance of lecturers and staff. Nevertheless, their study also noted that when organizational change is tested directly against performance, it does not exhibit a significant effect. In contrast, organizational culture is found to have a significant positive impact on employee performance.

This result is consistent with the study by Simbolon and Hastin (2013), which demonstrated that organizational culture has a positive influence on performance. Similarly, studies by Clarisa, Bernhard, and Lucky (2018), Swastiani (2020), and Febriantina et al. (2018) corroborate the positive relationship between organizational culture and employee performance. Overall, the results of this study reveal that both organizational change and organizational culture are positively related to performance, as indicated by a regression coefficient of 36.810. The t-test further reveals that the organizational culture variable has a significant contribution to employee performance. The positive t-values suggest that both organizational change and organizational culture have a direct relationship with performance. Consequently, it can be concluded that these two variables jointly have a significant impact on employee performance. These findings align with the research conducted by Simbolon and Hastin (2013), who found that organizational change and organizational culture simultaneously influence employee performance at KPKNL Banjarmasin.

6. Conclusions

This study aimed to examine the performance of lecturers and staff before and after the institutional transformation of PGRI Lamongan and PGRI Blitar Teacher Training and Education Colleges into PGRI Adi Buana University, with campuses in Lamongan and Blitar. The findings indicate that organizational change is inversely related to employee performance. Moreover, organizational culture was found to have a significant positive impact on performance. Overall, both organizational change and organizational culture exhibit a notable relationship with performance, albeit in opposing directions.

6.1. Recommendations for Future Research

In light of the current findings, future research is encouraged to investigate the underlying factors contributing to the inverse relationship between organizational change and performance. Additionally, it is recommended that subsequent studies focus on a single campus, either PGRI Adi Buana University, Lamongan Campus, or Blitar Campus, to enable more focused and context-specific analysis. This approach will facilitate more effective institutional evaluations and inform strategies to improve employee performance.

6.2. Policy Implications

The results of this study have several implications for institutional policy. First, during periods of organizational change, university leadership should implement structured transition management strategies to minimize the negative impact on employee performance. This includes clear communication, staff involvement in decision-making, and supportive training programs. Second, cultivating a strong and positive organizational culture should be prioritized as a strategic asset to sustain and enhance employee performance. Policymakers at the institutional level should embed cultural values that promote adaptability, collaboration, and continuous improvement. Lastly, regular performance assessments aligned with organizational changes can help monitor the effectiveness of transformation initiatives and adjust policies accordingly.

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