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THE ROLE OF ORGANIZATIONAL CULTURE AND PROFESSIONALISM IN IMPROVING LECTURER PERFORMANCE WITH ORGANIZATIONAL CITIZENSHIP BEHAVIOR BASED ON SPIRITUAL (OCBBOS) AS INTERVENING VARIABLES

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Abstract: The role of lecturers is very important in improving the performance of tertiary institutions. The performance of tertiary institutions can be seen from the university accreditation scores in certain periods. This study aims to analyze and determine the direct and indirect effects of organizational culture (X1) and professionalism (X2) on performance through organizational citizenship behavior based on spirituality (Z) as an intervening variable at Muhammadiyah University in East Java. The population in this study were all lecturers teaching at Muhammadiyah University in East Java (UM Surabaya, UM Gresik, UM Ponorogo, UM Jember, UM Sidoarjo), totaling 1,242 people. This study determined a sample of 200 lecturers using the proportional simple random sampling method. Data analysis used descriptive statistical analysis and Structural Equation Modeling (SEM) -AMOS and the Sobel test. The results showed that organizational culture had no significant positive effect on lecturer performance. Lecturer professionalism has a significant positive impact on performance. Organizational culture has a significant positive effect on spiritual-based OCB. Lecturer professionalism has a positive effect on spiritual-based OCB. Spiritual-based OCB has a significant positive effect on performance. Organizational culture has a significant effect on performance through spiritual-based OCB. Lecturer professionalism has a significant effect through spiritual-based OCB on performance.

Keywords: Organizational Culture; Professionalism; Spiritual-Based Organizational Citizenship Behavior; Lecturer Performance

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INTRODUCTION

The development of tertiary institutions in Indonesia in the last ten years has experienced very significant development. Currently, there are 316 private higher education institutions in East Java, consisting of 96 universities, 23 institutes, 23 institutes of higher education institutions: 124 institutions, Academy of 51 institutions, Polytechnic of 12 institutions, and Community Academy of 10 institutions. Of the 316 tertiary institutions in East Java, 6 (six) of them are Muhammadiyah colleges in the form of universities, namely UM Ponorogo, UM Surabaya, UM Sidoarjo, UM Malang, UM Gresik, and UM Jember. The problem faced by these 5 PTMs is that they still have an Institutional Accreditation score of B. Another issue that is also an obstacle to lecturers' academic performance is that there are still many lecturers who have not received academic positions based on the academic position of lecturers from Muhammadiyah University in East Java based on [sinta3 data .kemendikbud.go.id](http://sinta3.data.kemendikbud.go.id) is presented in Table 1. Based on the data in Table 1, a total of 56 lecturers have the academic position of associate professor, 299 lecturers have the status of lecturer, 511 lecturers have the academic rank of expert assistant, and 368 lecturers do not yet have an academic position. At the same time, academic position of a professor does not exist at all. This research needs to be conducted concerning the phenomena that occur in PTMs operating in East Java in the form of universities.

Performance is the quality and quantity of achieving tasks individually, in groups, or in an organization. Performance can be improved by establishing clear and measurable job descriptions for

each employee to understand their functions and responsibilities (Azhad et al., 2015). The corporate culture belongs to and guides all layers of individuals in an organization in carrying out their duties (Ikhsan, 2016). Performance can increase due to several factors, such as organizational culture, professionalism, and spiritual-based organizational behavioral citizenship. A professional is a job or activity carried out by a person. It becomes a source of income for life that requires expertise, skills, or abilities that meet certain quality standards or norms and require professional education. Organizational citizenship behavior (OCB), also known as organizational citizenship behavior, is a behavior in which a person wants to do something beyond what has been described by his job and has no appreciation for it (Organizational citizenship behavior (OCB) or also known as organizational citizenship behavior is a behavior in which a person wants to do something beyond what has been described by his job. It has no appreciation for it (Luthans, 2014). Based on the data in Table 1, the phenomena that appear in the performance of lecturers at Muhammadiyah University in East Java, a total of 56 lecturers have the academic position of Associate Professor, 299 lecturers have the academic status of lecturer, 511 lecturers have the academic position of expert assistant, and 368 lecturers does not yet have an academic position. At the same time, there is no professorship at all. This problem is a very urgent problem when it comes to lecturer performance. This is because lecturer performance indicators are usually seen from the academic positions they have achieved. Therefore this research was conducted.

Table 1. Academic Rank

No.	Name of University	Lecturer Academic Position					Total
		Professor	Associate Professor	Lector	Expert Assistant	Unknown	
1.	UM Ponorogo	-	8	90	71	37	206
2.	UM Surabaya	-	20	48	137	105	311
3.	UM Gresik	-	6	42	66	81	195
4.	UM Sidoarjo	-	9	58	110	63	241
5.	UM Jember	-	13	61	127	88	289
	Total		56	299	511	368	1.242

Source: sinta3.kemendikbud.go.id (2022)

This research was conducted at 5 (five) Muhammadiyah Universities in the East Java region, which included UM Ponorogo, UM Surabaya, UM Sidoarjo, UM Malang, UM Gresik, and UM Jember. As presented in Table 1, the problem faced by the Muhammadiyah tertiary institution as a university located in East Java is that there are still many lecturers (a total of 368) who do not have academic positions. Therefore, based on the existing phenomena, this research was conducted at Muhammadiyah University in East Java.

The corporate culture belongs to and guides all levels of individuals in an organization in carrying out their duties (Ikhsan, 2016). By applying organizational culture properly, employees will carry out their duties well, too, so that all tasks can be carried out properly. Employee performance is an important aspect of the effort to achieve the goals to be achieved by the company. With good employee performance, the company will be able to achieve its desired goals. Ikhsan (2016), Sangadji (2009), Wambugu (2014), Saban et al. (2020), Antoro (2014), and Rina and Perdana (2017) in their research discussing the problem of the relationship between organizational culture and performance stated that organizational culture has an impact on employee performance. Other studies conducted by Giri (2011), Manggis et al. (2018), Ojo (2009), Safitri (2022), Yateno et al. (2022), Rantesalu et al. (2017), and Messner (2013), also stated that organizational culture influences employee performance. Meanwhile, research by Atikah and Qomariah (2020) and Qomariah et al. (2020) stated that organizational culture has no impact on employee performance. Thus, there are still contradictions regarding research results on the relationship between culture and employee performance. If a person has professionalism in his field of work, all work will be completed on time. Thus, the performance of employees in an organization will increase. Research conducted by Sambung et al. (2012), Pratama (2014), Hafid and Fajariani (2019a), Permanasari et al. (2014), Fajduani et al. (2021), Novita and Yulianti (2020), Arif et al. (2021), Waterkamp et al. (2018), Bolung et al. (2018), and Bhagya (2020) stated that there is a positive relationship between professionalism and employee performance in a company. If all employees have a good OCB spirit, all work can be completed properly, and the company's performance will increase.

Research conducted by Bommer et al. (2007), Chandra et al. (2020), Chelagat et al. (2015), Ekowati et al. (2013), Fitriastuti (2013), Hermanto and Srimulyani (2022), Jufrizen et al. (2020), Hidayah and Harnoto (2018), Luthfi et al. (2021), Kurniawan et al. (2019), Putri and Utami (2017), Sari and Sus (2015), Gunawan et al. (2013), Suzanna (2017) and Ticoalu (2013) results that OCB has an impact on employee performance. Research stating that OCB has no impact on performance is carried out by (Agustiningasih et al., 2016) (Atikah and Qomariah, 2020). From the results of previous studies that previous researchers have carried out, it turns out that there are still contradictory results. Several previous studies examined the influence of organizational culture on OCB, including those conducted by Griffin et al. (2016), García-Cabrera and García-Soto (2011), Ocampo (2018), Husodo (2018), Nugraha and Adnyani (2017), and Saputra and Supartha (2019), which stated that organizational culture can increase employee OCB behavior. The better the organizational culture, the higher the OCB of employees. Research related to organizational culture's effect on OCB has also been carried out by Ticoalu (2013), Demir (2015), Popescu et al. (2015), Jufrizen et al. (2020), and Setyowati et al. (2021) which stated that organizational culture affected increasing OCB. It is also in line with research conducted by Griffin et al. (2016), which found that organizational culture influences OCB. Ocampo (2018) stated that organizational culture in China, which consists of a culture of mutual trust restraint and always benefits the organization, will improve organizational performance and can increase harmony between the employees. Smith et al. (1983), Haryati et al. (2014), Husodo (2018), Nadeak (2016), Haryati (2019), Lestiyani and Yanuar (2019), Maulani et al. (2015), Pemanun and Wibawa (2017), Rini et al. (2013), Rosyada and Rahadjo (2016), Winoto et al. (2020), Nugraha and Adnyani (2017), Udayani and Sunariani (2019), Warsito (2014), and Saputra and Supartha (2019) also stated that there is a relationship between cultural perceptions of OCB. The variable that also influences the increase in OCB is professionalism. Research that supports that professionalism has an influence on OCB is conducted by Demir (2015), Mintardjo (2017), Tursanurohmad (2019), Salehipour and Ahmand (2018), Hafid and Fajariani (2019b), and Sjahrudin (2018), from the re-

search conducted it shows that there is a positive and significant influence between professionalism on OCB.

There are contradictions in several studies that link organizational culture with performance. It is proven by research conducted by Atikah and Qomariah (2020) and Qomariah et al. (2020), stating that organizational culture has no impact on the employee performance. Meanwhile Adha et al. (2019), in their research, which discusses the problem of the relationship between the organizational culture and performance, stated that organizational culture has an impact on employee performance. Thus, there are still contradictions regarding research results on the relationship between culture and employee performance. The relationship between OCB and performance also contains contradictions in the research results. Research Bommer et al. (2007) found that OCB has an impact on performance. Research stating that OCB has no impact on performance is carried out by Agustini, Sih et al. (2016) and Atikah and Qomariah (2020). The novelty of this research is to add the spiritual OCB variable as an intervening variable that will mediate between the influence of organizational culture and professionalism on the lecturer performance. Thus, the results of this research are expected to be useful for higher education institutions and scientific development related to the theme being carried out, namely organizational culture, lecturer professionalism, spiritual OCB, and lecturer performance. Meanwhile, this study aimed to determine the role of the organizational culture and professionalism in improving the lecturer performance with organization citizenship behavior spirituality (OCBs) variables as unintervening variables at Muhammadiyah University in East Java.

LITERATURE REVIEW

The terminology or understanding of the organizational culture does not seem to be defined in a nutshell. Several descriptions provide an understanding of this. According to the anthropological view, culture is a collective mental program of people who develop the same values, beliefs, and behaviors in an organization or society. Organizational culture refers to a system of shared meaning held by organizational members that differentiates the organization from other organizations (Mathis and Jackson, 2011). Organizational culture is a ba-

sic philosophy that directs organizational policies in managing employees (Robbins, 2002). Organizational culture is defined as a pattern of basic assumptions that existing groups create, discover, or develop in the learning process to overcome the difficulties of external adaptation and internal integration (Schein, 1990). An organization will succeed or fail, largely determined by the culture that exists in the organization. Penjajar et al. (2005) stated that a strong organizational culture is the reason for the success of an organization. We recommend that a strong culture that is completely difficult to change is said to be the cause of the organizational problems. In this regard, (Edwards et al., 2015) argued that the stronger the culture, the stronger the effect or influence on the environment and human behavior.

A professional is a job or activity carried out by a person. It becomes a source of income for life that requires expertise, skills, or abilities that meet certain quality standards or norms and require professional education. According to the 2005 Teacher and Lecturer Law, lecturer professionalism consists of 4 (four) competencies, namely: pedagogic competence, personality competence, social competence, and professional competence. For tertiary institutions, the problem of lecturer competence is challenging for the organization. Competence is very necessary for lecturer, where the lecturer becomes the main measure in the teaching and learning process so that the lecturer has the ability to provide good service to students through distinctive touch, and is not easy for competitors to imitate.

The Organizational Citizenship Behavior (OCB), or organizational citizenship behavior, is a behavior in which a person wants to do something beyond what has been described by his job and has no appreciation for it. For example, if a worker is willing to help his boss or co-workers to do work that is not in his work contract, then that person is said to have good OCB. According to Organ et al. (2006), there are seven dimensions of OCB that researchers have used.

Performance measurement in this study is individual performance measurement with self-assessment. Self-assessment is an assessment carried out by the employee himself with the hope that the employee will get to know his strengths and weaknesses better so that he can identify the aspects of work behavior that need to be improved in the fu-

ture. One of the virtues of this method is that it prevents self-righteous behavior from occurring. This method is called the future approach because employees will improve themselves to do better future tasks.

Research Conceptual Framework

Based on the description of the relationship between variables, a conceptual framework was built in this study to examine the relationship between organizational culture and lecturer professionalism on OCB Based on Spirituality and lecturer performance. The conceptual framework is presented in Figure 1.

HYPOTHESIS DEVELOPMENT

Robbins and Judge (2011) defined organizational culture as a basic philosophy that directs employee management policies. Organizational culture is a good habit that is applied to an organization to encourage employees to work well in accordance with what is directed by the organization for company goals. OCB is the behavior of employees that exceeds the established SOP (Luthans, 2011). The relationship between the organizational culture and spiritual-based OCB can be illustrated that a good organizational culture that is applied to an organization and obeyed by all members in the organization will have a positive effect on employees to work according to SOPs or even exceed the established rules. Then, the first hypothesis:

H1: Organizational Culture Influences OCBbos.

Professionalism is the behavior, manner, and quality that characterizes a profession. An employee can be said to be a professional if his work has the characteristics of profession's technical or ethical standards (Oerip and Utomo, 2012). Lecturers are professionals at PTs who impart their knowledge to students according to their field. According to the 2005 Teacher and Lecturer Law, lecturer professionalism consists of 4 (four) competencies, namely: pedagogy, skills, social and professional. The relationship between professionalism and OCBbos can be narrated that the more a person has professionalism in a particular field, the more active they are in completing the tasks assigned according to their area.

H2: Professionalism Influences OCBbos.

Culture is a pattern of basic assumptions created, discovered, or developed by certain groups as learning to overcome the problems of external adaptation and internal integration in an official and well-executed company (Schein, 1990). This culture is usually taught or passed on to new members as the right way to understand, think, and feel things related to problems. According to (2020), an employee's performance is the behavior of human beings in an organization that meets established standards of behavior to achieve the desired results. A good culture in an organization that has become a habit will be able to have an impact on employee performance.

H3: Organizational Culture Influences Employee Performance.

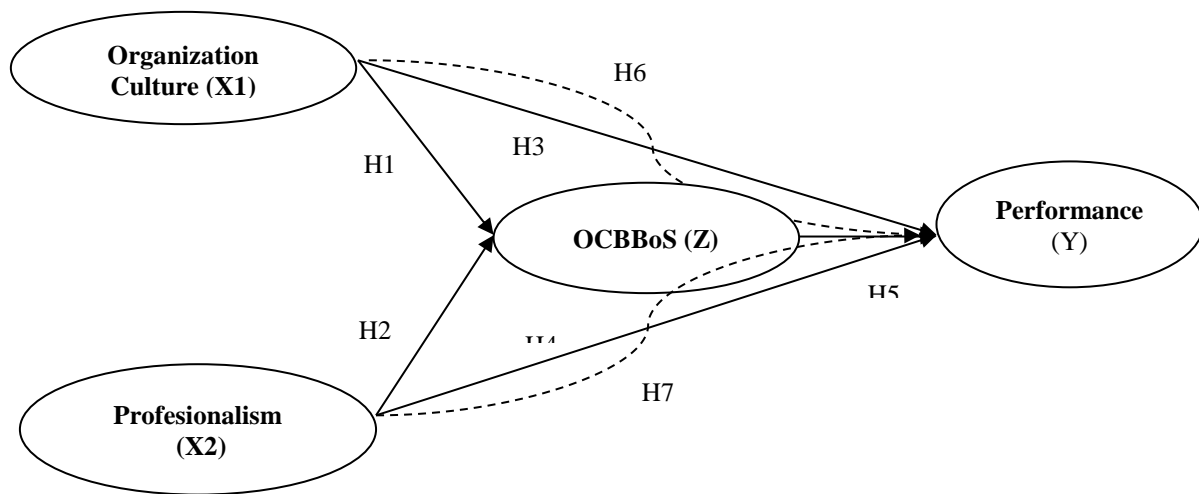


Figure 1. Conceptual Framework of Research

A person is said to be a professional if he works according to his expertise. The professionals will work to show others they can carry out the task (Novita and Yulianti, 2020). A professional person will do work according to his expertise, devote himself to service users, and be responsible for his work. A person's performance will increase if he works professionally.

H4: Lecturer professionalism influences lecturer performance.

OCBbos is spiritually based independent individual behavior that is indirectly or explicitly recognized in the reward system and in promoting the effective functioning (Organ et al., 2006). The OCBbos is employee behavior that goes beyond the mandatory role based on one's spirituality or religion and is not directly recognized by the formal reward system. If someone wants to work beyond what has been assigned, then all work must be completed properly.

H5: OCBbos affects employee performance.

In management's perception, a strong organizational culture that is difficult to change will cause problems. In this regard, Edwards et al. (2015) argued that the stronger the culture, the stronger the effect or influence on the environment and human behavior in organizations. A strong and good culture will make employees carry out their duties properly according to their responsibilities. A good organizational culture will make employees also do their best for organization. Thus, it will increase employee OCBs. The increase in employee OCB is expected to improve employee performance.

H6: Organizational culture, has an impact on performance through spiritual OCB.

Professionalism is the behavior, manner, and quality that characterizes a profession. An employ-

ee can be said to be a professional if his work has the characteristics of a profession's technical standards or ethics. (Oerip and Utomo, 2012). Lecturers must have professionalism to carry out the tri-dharma tasks properly and be completed on time. The lecturers who can complete assignments well and on time usually have good spiritual OCB, too. Thus, if the lecturer has professionalism as a lecturer and a spiritual OCB, then the lecturer's performance in the tri dharma PT will also be carried out well.

H7: Professionalism, has an impact on performance through spiritual OCB.

METHOD

The population in this study were all lecturers at 5 Muhammadiyah Universities in LLDIKTI Region VII, namely Jember Muhammadiyah University, Sidoarjo Muhammadiyah University, Surabaya Muhammadiyah University, Gresik Muhammadiyah University, and Muhammadiyah University Ponorogo. The total population of subjects is 1,242 lecturers spread across 5 (five) Muhammadiyah Universities in East Java. The sample size in this study follows the rules of research with the SEM analysis, which stated that the SEM model sensitive to a good number of samples is between 100-200 samples for the maximum likelihood estimation technique (Ferdinand, 2016).

Based on this description, the sample size used in this study was determined as many as 200 respondents. The unit of analysis used in this study were lecturers at Muhammadiyah University in the East Java Region who still have Institution B Accreditation. The sampling technique used in this study was probability sampling using proportional simple random sampling. This technique is used when the population has homogeneous members or elements, and the number of samples is taken proportionally.

Table 2. Total Population and Research Sample

No	University	Number of Lecturers	Sample
1	Universitas Muhammadiyah Jember	289	46
2	Universitas Muhammadiyah Sidoarjo	241	36
3	Universitas Muhammadiyah Gresik	195	36
4	Universitas Muhammadiyah Surabaya	311	46
5	Universitas Muhammadiyah Ponorogo	206	36
	Total	1.242	200

Table 3. Variables, Operational Definitions, Indicators Research

Variable	Operational Definition	Indicator
Organizational Culture (Robbins and Judge, 2008)	Organizational culture is a core value as the essence of the company's philosophy to achieve success, which is supported by all members of the organization and provides a shared understanding of the common direction and guides their behavior from day to day.	Innovation and risk-taking. Attention to details. Result orientation. People orientation. Orientation to the team. Aggressiveness. Stability.
Lecturer Professionalism (Indonesia, 2005)	Lecturer professionalism is work or activities carried out by someone who requires expertise, skills, or skills that meet certain quality standards or norms and need professional education.	Pedagogic Competence. Social Competence. Personality Competence. Professional Competence.
OCB Based on Spirituality (Organ et al., 2006), (Ali, 2009)	OCBbos is employee behavior beyond the assigned duties and responsibilities, aimed at increasing performance effectiveness based on Islamic spiritual values in the organization without ignoring individual employee productivity goals.	Contentiousness. Sportmanship. Courtesy. Altruism. Civic Virtue. Peacekeeping. Cheerleading. Aqidah. Ibadah. Muamalah.
Lecturer Performance (Indonesia. 2003)	Lecturer performance is the implementation of the Tri Dharma of Higher Education, which is carried out in the fields of education and teaching, research and development of scientific work, community service, and other supporting activities	Education and teaching. Research. Community.

In connection with the concept of the organizational culture, organizational culture has several purposes, namely: 1) organizational culture is seen as an observable regularity of behavior; 2) the rules that apply to the organization; 3) feeling or climate (atmosphere) with a total of 7 (seven) indicators, namely innovation and risk-taking, Attention to detail, Result orientation, People orientation, Orientation to the team, Aggressiveness, and Stability. According to the 2005 Teacher and Lecturer Law, lecturer professionalism consists of 4 (four) competencies, namely: 1) Pedagogic Competence is the ability to manage student learning; 2) Personality Competence is a solid personality ability, noble, wise, and authoritative well as being a role model for students; 3) Social Competence is the teacher's ability to communicate and interact effe-

ctively and efficiently with students, fellow teachers or lecturers, parents/guardians of students, and the surrounding community; 4) The professional competence is the ability to master subject matter broadly and in-depth. The data analysis methods used in this research are descriptive statistical analysis and AMOS Structural Equation Modeling (SEM).

RESULTS

Characteristics of Respondents

Based on the overall data of the research sample, the characteristics of the respondent's age, gender, the functional position of lecturers, level of education, and years of service can be described. The results of the statistical analysis of the respondents are presented in Table 4.

Table 4. Respondents' Descriptive Statistics

	Information	Total	Percentage
Age	≤ 35 th	55	28%
	36 th ≤ 45 th	63	31%
	≥ 46	82	41%
Gender	Man	86	43%
	Woman	114	57%
	Unknown	19	10%
Functional	Expert Assistant	103	52%
	Lector	168	34%
	Associate Professor	10	5%
Level of education	S2	165	83%
	S3	35	17%
Years of service	1 sd 5 th	47	24%
	6 sd 10 th	52	26%
	<10 th	101	51%

Validity Test and Data Reliability Test

The validity test in this study was carried out to test the validity of a measuring instrument in a study, which in this case was a questionnaire. The required cut-off value is greater than 0.7. The data reliability test carried out in this study was used to determine indicators and measuring instruments in the construct, which included composite reliability and Cronbach's alpha. The results of the validity test show that all indicators have a value above 0.05. Thus, the measuring instrument used is valid. The reliability test results showed that the Cronbach's alpha value was above 0.7, so that all variables were reliable.

Structural Equation Modeling (SEM) Analysis

Testing OCB based on spirituality as an intervening influence of organizational culture and lecturer professionalism on lecturer performance

with SEM analysis is presented in Figure 2 and Figure 3. Furthermore, from the SEM model, testing is carried out to see the model's suitability and assess the feasibility of the model obtained. The Goodness of Fit Test results for the initial SEM model show that out of the eight criteria, most of the requirements fall into the poor fit category. It can be stated that the model has not been declared fit, so a modified model is needed. Furthermore, the results of the Goodness of Fit Test for the modified SEM model show that out of the eight criteria, one of the criteria is included in the marginal category, but the model is still acceptable. It refers to the opinion (Ferdinand, 2015), which states that based on the parsimony rule, if most of the fit criteria for the model are met, the model is declared fit. From the various goodness-of-fit indices, it can be stated that the proposed modified model is fit or has a fairly good fit.

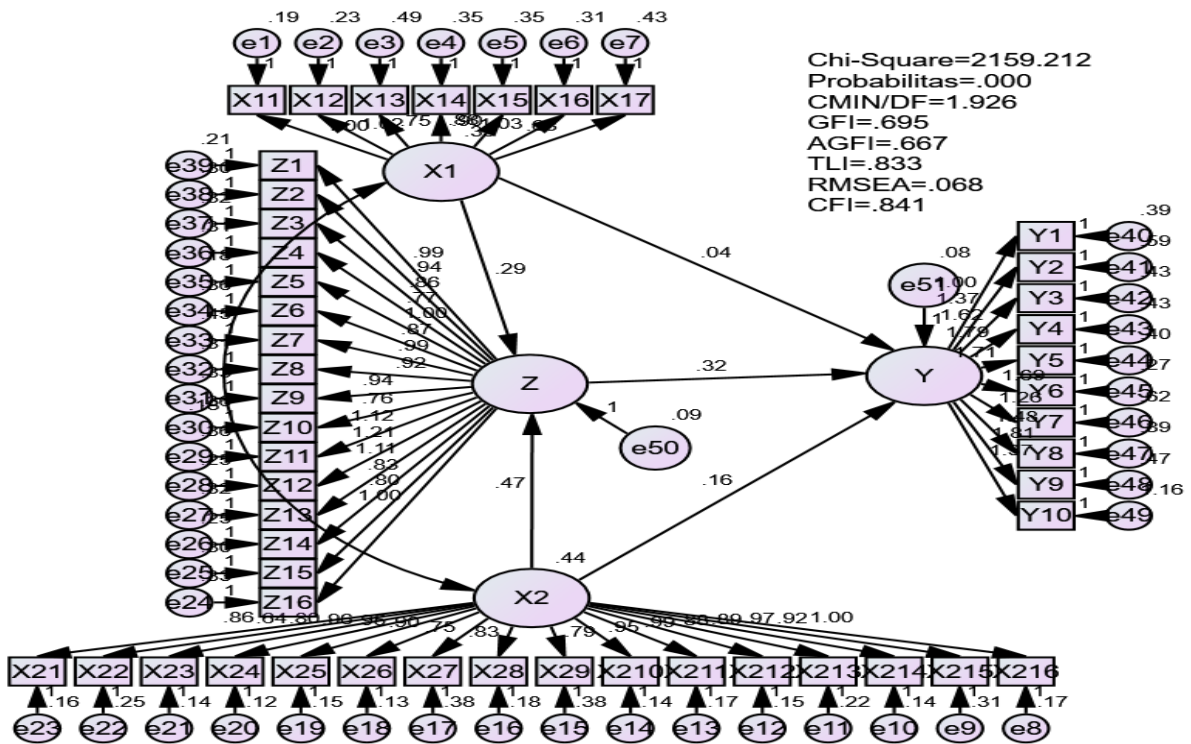


Figure 2. Results of SEM Analysis (Initial Model)

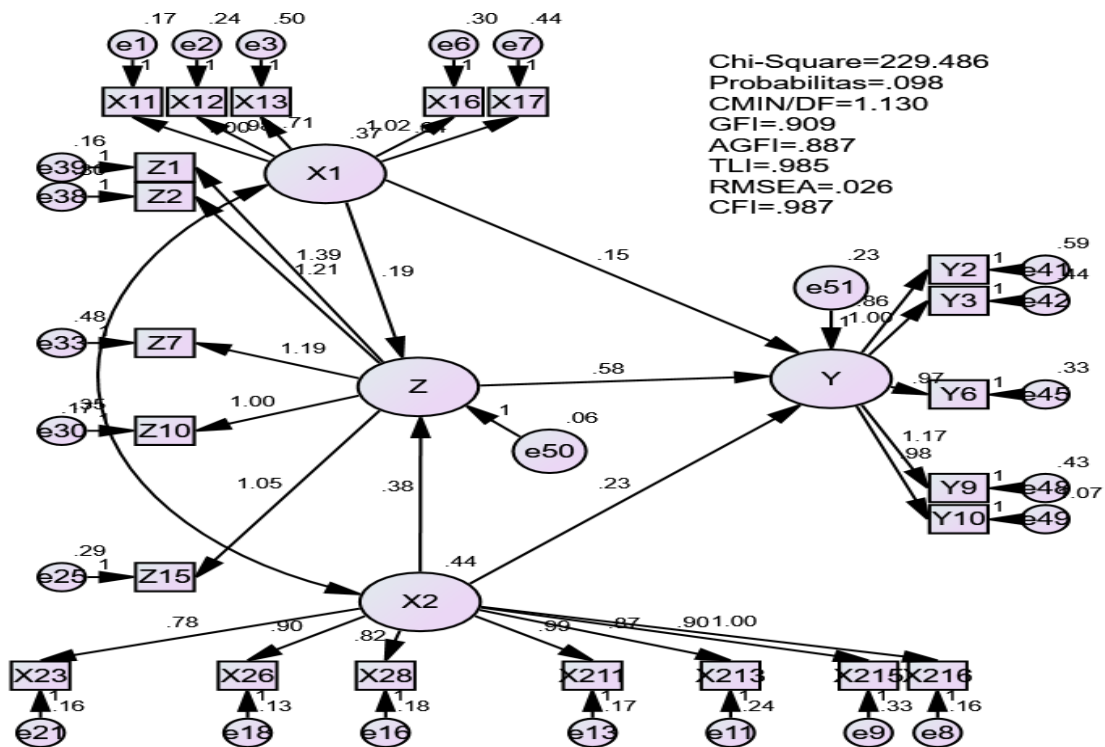


Figure 3. Results of SEM analysis (saturated model)

Table 5. Research Hypothesis Test Results

Effect	Estimate	S.E.	C.R.	P	Information
			≥ 1,96	≤ 0,05	
Z <--- X1	0,229	0,075	3,038	0,002	Significant
Z <--- X2	0,438	0,069	6,396	0,000	Significant
Y <--- X1	0,020	0,091	0,222	0,824	Not Significant
Y <--- X2	0,214	0,102	2,090	0,037	Significant
Y <--- Z	0,469	0,163	2,883	0,004	Significant

Hypothesis Test Results

Hypothesis testing was carried out to know the level of significance by looking at the path coefficient or t-statistics from the results of the research that has been done. The number of hypotheses tested in this study was 5/five, including testing the direct effect coefficient. The analysis results show that organizational culture variables have a positive and significant effect on OCB based on spirituality. It can be explained by the study's first hypothesis (H1), which stated that the better the organizational culture of an institution, the better the employee's OCBBoS is accepted or proven true (H1 is accepted), and H0 is rejected. The analysis results show that the professionalism variable has a positive and significant effect on OCB based on spirituality. It can be explained by the second hypothesis (H2) in this study, which stated that the higher the professionalism possessed by the lecturer, the higher the lecturer's OCBBoS is accepted or proven true. The analysis results show that organizational culture variables have a positive but insignificant effect on lecturer performance. It can be explained by the study's third hypothesis (H3), which states that the higher the organizational culture of an institution, the higher the lecturer's performance is rejected, or the truth is not proven (H0 is accepted). The analysis results show that the professionalism variable has a positive and significant effect on lecturer performance. It follows what has been explained in the fourth hypothesis (H4) of the study, which states that the higher the professionalism of the lecturer, the higher the lecturer's performance is accepted, or proven true. The null hypothesis is rejected (H0 is rejected). The analysis results show that the OCB variable based on spirituality has a positive and significant effect on lecturer performance. It can be explained in the fifth

hypothesis (H5) in this study, which stated that the higher the OCB based on the lecturer's spirituality, the higher the lecturer's performance is accepted (H5 is accepted), or it is proven that H0 is rejected. The results of the Sobel Test analysis for the influence of organizational culture on lecturer performance through OCB based on spirituality get a t value of 2.070 and a probability value (p) of 0.038. The calculated t value is greater than the t table value for n = 200 at $\alpha = 5\%$ of 1.96. Thus, the sixth hypothesis (H6), which says that organizational culture influences lecturer performance through OCBBos, is accepted, and H0 is rejected. Therefore, it can be concluded that the seventh hypothesis (H7), which stated that the lecturer professionalism has an impact on the lecturer performance through OCBBos is accepted, and H0 is rejected.

DISCUSSION

Organizational Culture and OCBBos

In this study, the influence of organizational culture on OCB Based on spirituality is positive and unidirectional, which can be interpreted that the better the organizational culture, the better the OCB Based on spirituality. Based on the results of this study, the organizational culture applied at the Muhammadiyah University in East Java has been well implemented by all the academicians, one of whom is a lecturer. It is proven that the organizational culture at Muhammadiyah University has an impact on OCBBos owned by lecturers. Thus, it is hoped that this good organizational culture needs to be maintained and, if possible, improved because it can increase the OCB of lecturers. Research conducted by Lestiyanie and Yanuar (2019), Winoto et al. (2020), and Husodo (2018) explains that a good organizational culture can have an impact on employee OCB. Research that also addresses

the issue of the impact of organizational culture on the OCB is carried out by Saputra and Supartha (2019) and Nugraha and Adnyani (2017), where the results are that Organizational culture that an organization has long implemented can improve employee performance. Meanwhile, research that is not in line with the results of the study conducted by Sanhaji et al. (2016) and Hayati (2020) stated that the organizational culture has no impact on OCB.

Professionalism and OCBBos

In this study, the influence of professionalism on OCB Based on spirituality is positive and unidirectional, which can be interpreted as the better the professionalism of the lecturer, the better the OCB Based on the spirituality. Based on the results of this study, it can be concluded that the professionalism of the lecturers can improve the OCB Based on their spirituality. Thus, leadership must continue to improve the professionalism of lecturers so that the spirit of OCB based on the spirituality of lecturers increases. Research that supports the relationship between the professionalism and OCB was carried out by Widowati (2015) and Arifin and Djamro (2019) from research conducted showing that there is a positive and significant influence between professionalism and organizational citizenship behavior (OCB).

Organizational Culture and Performance

The results of the study show that organizational culture variables do not directly have a significant effect on lecturer performance. Various studies examining the relationship between organizational culture and job performance, whose results are in line with this research, such as those conducted by Qomariah et al. (2020), Atikah and Qomariah (2020), and Radyasasmita and Suryaningsih (2022) which stated that the organizational culture that has been instilled and implemented in an organization and has become a habit turns out to be unable to improve the employee performance in the company. Meanwhile, other studies that are not in the line with this research are those conducted by Adha et al. (2019), Manggis et al. (2018), Saban et al. (2020), Yateno et al. (2022), Paais and Pattiruhu (2020), and Qazi and Kaur (2017) which stated that a good organizational culture that has been implemented in the organization for a certain period

can improve employee performance.

Professionalism and Lecturer Performance

In this study, the influence of professionalism on lecturer performance is positive and unidirectional, which can be interpreted as the higher the professionalism of the lecturer, the better the lecturer's performance will be. Research that supports the relationship between professionalism and job performance has been conducted by Qomariah et al. (2020), Novita and Yulianti (2020), Sambung et al. (2012), Bolung et al. (2018), Bhagya (2020), Waterkamp et al. (2018), Pratama (2014), Permasari et al. (2014), and Fajduani et al. (2021) whose results state that the professionalism needs to be owned by all employees in the organization's lies, in order to provide increased performance.

OCBBos and Lecturer Performance

In this study, the influence of OCB based on spirituality on lecturer performance is positive and unidirectional, which can be interpreted as the better the OCB based on spirituality, the better the lecturer's performance will be. Based on the results of this research, the leadership of Muhammadiyah University in East Java needs to continue to provide understanding to lecturers so that they continue to improve spiritual-based OCB to improve performance. Research that supports the relationship between spiritual-based OCB and performance is conducted by Chandra et al. (2020), Hermanto and Srimulyani (2022), Singh et al. (2019), Luthfi et al. (2021), Jufrizen et al. (2020), Wiguna (2022), and Setyowati et al. (2021) where research results show that the OCB can improve employee performance.

The Influence of Organizational Culture on Lecturer Performance through OCBBos

Testing the indirect effect of organizational culture on performance through OCBBos is carried out using the Sobel Test. This test is intended to answer research problems regarding the indirect impact of the antecedent exogenous variables consisting of organizational culture (X1) and lecturer professionalism (X3) on the endogenous variable of lecturer performance (Y) through the intervening endogenous variable OCBBos (Z). The results of the Sobel Test analysis for the influence of organizational culture on lecturer performance thro-

ugh the OCB based on spirituality get a t value of 2.070 and a probability value (p) of 0.038. The calculated t value is greater than the t table value for $n = 200$ at $\alpha = 5\%$ of 1.96. Thus, the sixth hypothesis (H6), which says that organizational culture influences lecturer performance through OCBBos is accepted, and H0 is rejected. Therefore, it can be stated that statistically obtained evidence that the OCB based on spirituality is an intervening variable from the influence of organizational culture on lecturer performance. It can be interpreted that the higher the organizational culture will be followed, the better the OCB based on spirituality, and finally, the performance of the lecturers will also be higher. This research is in line with studies conducted by Maulani et al. (2015), Warsito (2014), Sitio (2021), and Rizky et al. (2020), which stated that there is an indirect influence of cultural organization on lecturer performance through OCB.

The Effect of Professionalism on Lecturer Performance through OCBBos

To answer the research problem regarding the indirect effect of the exogenous antecedent variables consisting of lecturer professionalism (X2) on the endogenous variable of lecturer performance (Y) through the intervening endogenous variable OCB based on spirituality (Z), the Sobel Test was used. The results of the Sobel Test analysis for the influence of the Lecturer Professionalism on Lecturer Performance through OCB based on spirituality get a t value of 2.311 and a probability value (p) of 0.021. The calculated t value is greater than the t table value for $n = 200$ at $\alpha = 5\%$ of 1.96. Thus, it can be concluded that the seventh hypothesis (H7), which stated that the lecturer professionalism has an impact on the lecturer performance through OCBBos is accepted, and H0 is rejected. Thus, it can be stated that statistically obtained evidence that OCB based on spirituality is an intervening variable from the influence of the Lecturer Professionalism on Lecturer Performance. It can be interpreted that the higher the Professionalism of the Lecturer, the better the OCB based on spirituality, and finally, the Lecturer's Performance will also be higher. The results of this study are a novelty for this study because there is very little research linking the influence of lecturer professionalism on lecturer performance with OCBBos as an intervening variable.

IMPLICATIONS

The research that has been conducted on the themes in Human Resource Management has produced several implications for the development of theory in human resource management. The practical implications that can be contributed from this research are that organizational culture has an impact on OCB based on spirituality. Lecturer professionalism has an effect on OCB based on spirituality. Furthermore, the organizational culture applied at Muhammadiyah University in East Java does not impact lecturer performance. The professionalism of lecturers has an impact on lecturer performance. The last practical implication is that OCB based on spirituality has an impact on lecturer performance. Therefore, it is necessary to increase organizational culture to improve the lecturer performance.

RECOMMENDATIONS

Recommendations for further research: This research can be an input, namely, in several ways, for future research to conduct verification research on the effect of organizational culture on performance, which in this study found that organizational culture had no significant effect, as well as re-examining the role of Organizational Citizenship Behavior Based on spirituality in influencing the role of organizational culture on performance, the results of this study state that it does not mediate significantly. Apart from that, what can still be done in further research is that this research has not yet discussed in more depth aspects of spirituality, which are associated with guidance in the Al Quran and Hadith. The limitation of this research is that not all Muhammadiyah Universities in East Java are the research subjects but only universities with B accreditation, so they cannot be used as generalizations for conclusions.

CONCLUSIONS

Based on the data analysis and discussion, the following conclusions can be put forward, namely that the first, organizational culture has a significant positive effect on OCB Based spirituality. Second, professionalism has a significant positive impact on the OCB of Muhammadiyah University lecturers in East Java. Third, organizational culture has no significant positive effect on the performance of Muhammadiyah University lecturers in

East Java. Fourth, professionalism has a positive and significant effect on the performance of Muhammadiyah University lecturers in the East Java. Fifth, the OCB significantly positively impacts the performance of Muhammadiyah University lecturers in East Java.

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